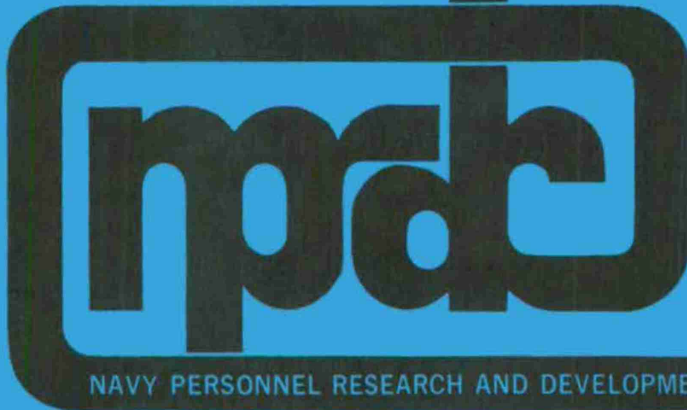


A022371



NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER SAN DIEGO, CALIFORNIA 92152

NPRDC TR 76-31

**BEST  
SCAN  
AVAILABLE**

FEBRUARY 1976

**DEVELOPMENT OF BEHAVIORALLY BASED RATING SCALES FOR  
EVALUATING THE PERFORMANCE OF U. S. NAVY RECRUITERS**

Walter C. Borman  
Leaetta M. Hough  
Marvin D. Dunnette

APPROVED FOR PUBLIC RELEASE;  
DISTRIBUTION UNLIMITED



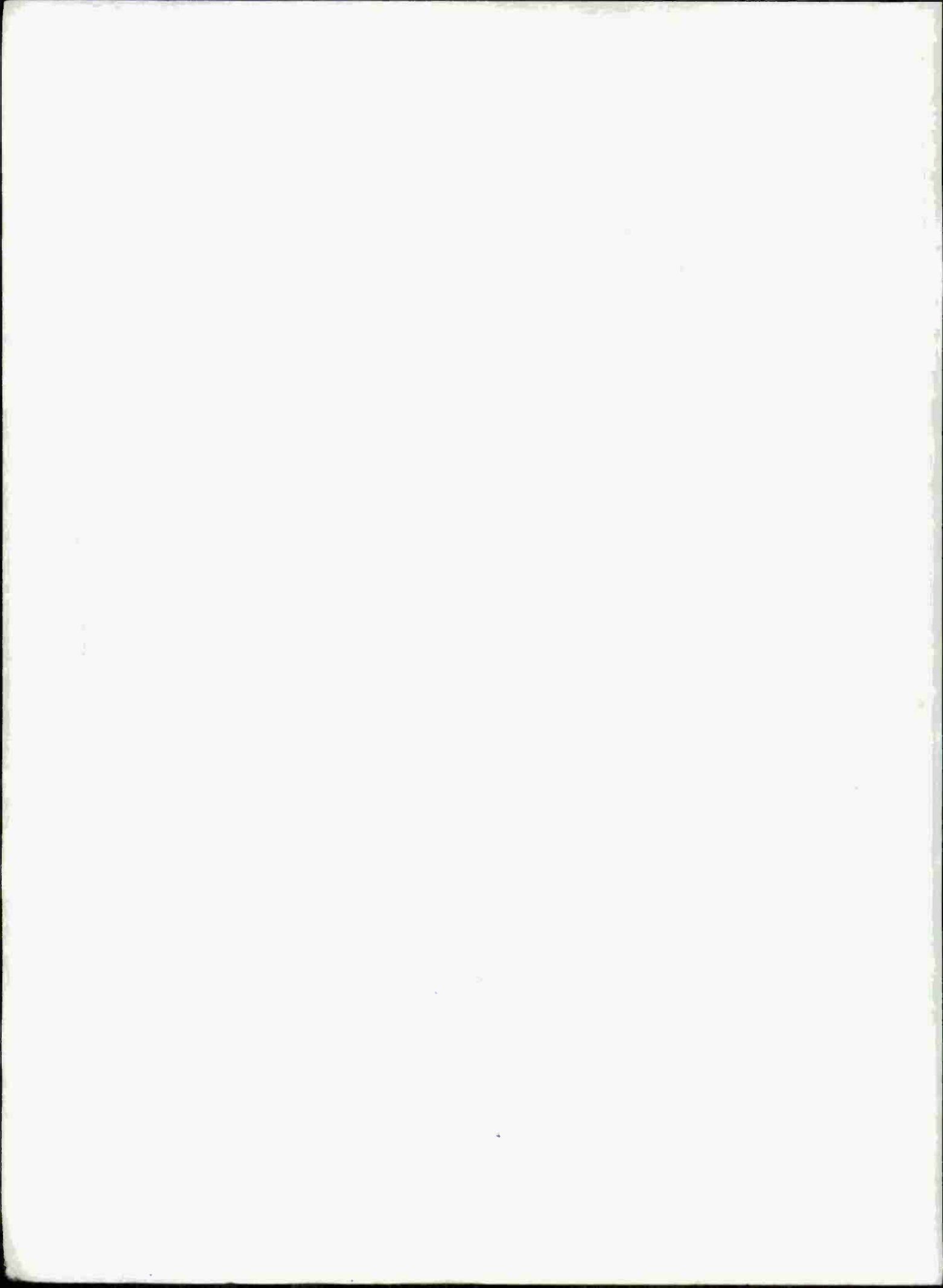


DEVELOPMENT OF BEHAVIORALLY BASED RATING SCALES  
FOR EVALUATING THE PERFORMANCE OF U.S. NAVY RECRUITERS

Walter C. Borman  
Marvin D. Dunnette  
Leaetta M. Hough

Personnel Decisions, Inc.  
Minneapolis, MN 55402

Prepared for  
Navy Personnel Research and Development Center  
San Diego, California 92152





UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER NPRDC TR 76-31	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) DEVELOPMENT OF BEHAVIORALLY BASED RATING SCALES FOR EVALUATING THE PERFORMANCE OF U. S. NAVY RECRUITS		5. TYPE OF REPORT & PERIOD COVERED Final Report June 1974 - August 1975
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Walter C. Borman, Leaetta M. Hough, and Marvin D. Dunnette		8. CONTRACT OR GRANT NUMBER(s) N00123-74-C-2016
9. PERFORMING ORGANIZATION NAME AND ADDRESS Personnel Decisions, Inc. Minneapolis MN 55402		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 63707N ZPN01.06A
11. CONTROLLING OFFICE NAME AND ADDRESS Navy Personnel Research and Development Center San Diego CA 92152		12. REPORT DATE February 1976
		13. NUMBER OF PAGES 124
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		15. SECURITY CLASS. (of this report) UNCLASSIFIED
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report)  Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Criterion                      Multitrait-Multimethod Analysis Rating Scales                  Multidimensional Scaling Analysis Performance                   Behavior Scales Performance Measurement		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report describes development and field testing of job performance rating scales for the job of Navy recruiter. Over 800 critical incidents describing different facets of effective and ineffective recruiting performance were obtained from field recruiters and recruiter supervisors representing all seven recruiting areas. These incidents were classified into the following nine dimensions: A. Locating and Contacting Qualified Prospects; B. Gaining and Maintaining Rapport; C. Obtaining Information from Prospects and Making Good Person-Navy Fits; D. Salesmanship Skills; E. Establishing and Maintain-		

DD FORM 1473  
1 JAN 73

EDITION OF 1 NOV 65 IS OBSOLETE

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

ing Good Relationships in the Community; F. Providing Knowledgeable and Accurate Information About the Navy; G. Administrative Skills; H. Supporting Other Recruiters and the Command; and, I. Dedication to the Job.

Recruiters who had not participated in writing the critical incidents then categorized the incidents according to the above dimensions. They also scaled each behavior incident according to the relative level of performance effectiveness portrayed by the incident. A total of 352 incidents was reliably retranslated (that is, 60 percent or more of the recruiters agreed on the category placement and scale scores showed standard deviations of 2.0 or less). Only dimension I (Dedication) failed to be retained for further analysis.

In addition, a different group of recruiters made similarity judgments between every possible pair of a subset of 60 behavior examples chosen randomly from a larger pool of incidents. The resulting similarity matrix was analyzed via nonmetric multidimensional scaling (MDS) to yield a five-dimension solution. Canonical analyses showed extremely high agreement between linear combinations of the nine dimensional retranslation solution and the five-dimensional MDS solution. Regression analyses were conducted to define more fully the pattern of contributions made by various combinations of the MDS dimensions to each of the retranslation dimensions.

As a refinement of the behavior scaling approach to developing rating scales, behavior examples were grouped according to retranslation results into four levels (very high, high, low, very low) on each of the eight performance dimensions. The behavioral content of each group of incidents was then represented by three behavior summary statements. These behavior summary statements became the descriptive anchors used to describe, for each scale, the four levels of recruiter job performance ranging from Very Low to Very High. We chose to use these behavior summary statements in order to assure that the final performance rating scales were universally relevant across Navy recruiter positions instead of depending upon any single set of relatively narrow and behaviorally specific incidents.

The Behavior Summary Scales were field tested by using them to obtain job performance ratings for 24 recruiters from eight stations. Each recruiter's performance was rated by himself, by from one to three peers, and by either one or two supervisors. Analysis of the field test results showed that self and peer ratings contained impressive convergent and discriminant validity. Future use of these Navy Recruiter Behavior Summary Performance Scales should be restricted to self and peer ratings in order to assure highest reliabilities and most valid performance appraisals. Supervisory ratings of Overall Recruiter Performance should be used in order to portray the overall job effectiveness reputation of each recruiter and to provide summary information about differing levels of recruiter effectiveness across different stations.

UNCLASSIFIED

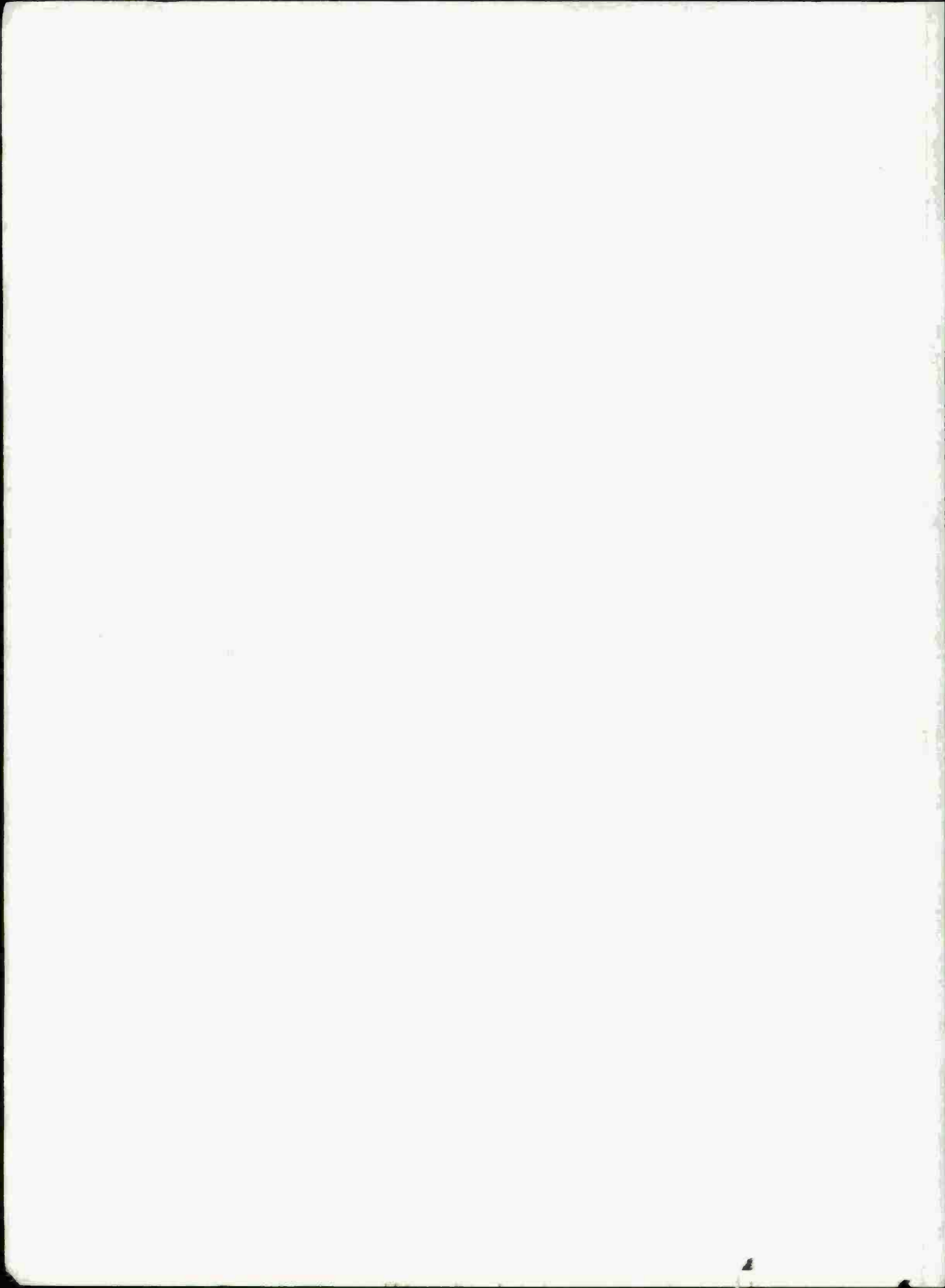
SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

## FOREWORD

This study was conducted in support of advanced development sub-project ZPN01.06, Advanced Navy Recruiting System. The study was directed toward the development of techniques for measuring recruiter performance on a variety of dimensions. Following test validation of the techniques, they will be made available to the Navy Recruiting Command for use in performance evaluation and recruiter training programs. The contract monitor was Dr. Norman Abrahams.

Appreciation is extended to Navy Recruiting Command personnel for helping with arrangements for workshops, meetings, and visits with various persons and groups knowledgeable about Navy recruiting. Special thanks go to CDR Peebles, LT McGann, LCDR Sigmund, and CAPT Hollingworth for coordinating these efforts. Also, the support and feedback provided by field recruiters and their superiors is gratefully acknowledged.

J. J. CLARKIN  
Commanding Officer





## SUMMARY

### Problem

The problem addressed in this research is the need for performance criteria capable of reliably and validly measuring Navy recruiter job effectiveness. Any future personnel research performed on the Navy recruiter job requires valid information about recruiter effectiveness which, in turn, demands that a thorough job analysis and criterion development effort be accomplished.

### Research Objective

The research objective of this project was to develop and to field test performance rating scales for measuring Navy recruiter job effectiveness.

### Approach

Behavior scaling methodology was used to gather from field recruiters, their superiors, and from recruits over 800 critical incidents describing different facets of effective and ineffective recruiter performance. Dimensions of performance were formed according to the content of these incidents, and then other recruiters and their superiors sorted each of the incidents into the dimensions and rated the effectiveness each represented. Behavior Summary Scales were developed by grouping reliably sorted and rated incidents into four effectiveness levels for each dimension, and then for each group of incidents writing behavior summary statements reflecting the behavioral content of those incidents. This refinement of the behavior scaling approach was used to ensure that the rating scales would be more universally relevant across Navy recruiter positions than are scales which depend upon relatively narrow and behaviorally specific incidents as bench marks for raters.

In addition, another group of Navy recruiters made similarity judgments about the various facets of the recruiter job represented by 60 behavior examples chosen randomly from the larger pool of incidents. The similarity between every possible pair was judged resulting in a 60 x 60 similarity matrix which was analyzed via nonmetric, multidimensional scaling (MDS). The MDS analysis yielded five dimensions of recruiter effectiveness. These dimensions were compared with dimensions derived from the behavior scaling approach.

The Behavior Summary Scales were field tested by using them to obtain self, peer, and supervisor job performance ratings for 24 recruiters from eight stations.

### Results

Eight dimensions of Navy recruiter performance were obtained from the refined behavior scaling procedures. They are:

- A. Locating and Contacting Prospects
- B. Gaining and Maintaining Rapport
- C. Obtaining Information from Prospects and Making Good Person-Navy Fits
- D. Salesmanship Skills
- E. Establishing and Maintaining Good Relationships in the Community
- F. Providing Knowledgeable and Accurate Information About the Navy
- G. Administrative Skills
- H. Supporting Other Recruiters and the Command

Canonical analyses showed high agreement between linear combinations of the behavior scaling and the MDS solutions. Regression analyses were conducted to define more fully the pattern of contributions made by various combinations of the MDS dimensions to each of the behavior scaling dimensions.

Analysis of the field test results showed that self and peer ratings contained impressive convergent and discriminant validity.

### Recommendations

1. Future use of the Navy Recruiter Behavior Summary Performance Scales should be restricted to self and peer ratings in order to assure highest reliability and the most valid performance appraisals. Supervisory ratings of overall recruiter performance should be used to portray the overall job effectiveness reputation of each recruiter and to provide summary information about differing levels of recruiter effectiveness across different stations.
2. The rating scales provide an opportunity to assess the validity of procedures used presently or those developed in the future to select individuals for recruiting duty. A logical next research step is to evaluate the validity of existing selection practices and to develop, as necessary, new procedures to improve the Recruiting Command's capability of selecting high potential individuals for recruiter positions.

3. The rating scales, probably in conjunction with other informational materials, should be used to "educate" ship COs and persons considering recruiting duty. This practice would help COs or their representatives counsel individuals about the wisdom of applying for or accepting recruiting duty. Also, it would help fleet personnel to make informed decisions about such an assignment.
4. Rated performance examples generated within this project should be used as aids in the professional training of persons newly assigned to recruiting duty.
5. The performance scales should be distributed to Recruiters in Charge or to individual field recruiters as an aid in professional development.





## CONTENTS

INTRODUCTION . . . . .	1
Problem . . . . .	1
Purpose and Overview. . . . .	1
DEVELOPING THE BEHAVIOR OBSERVATION SCALES . . . . .	1
Initial Familiarization with the Job . . . . .	1
Behavior Scaling Workshop . . . . .	2
Procedures for Retranslating Performance Examples . . . . .	3
Retranslation Results . . . . .	4
Generating Supplementary Performance Examples and Retranslating Them . . . . .	5
Selecting Performance Examples for the Behavior Observation Scales . . . . .	5
DEVELOPING THE BEHAVIOR SUMMARY SCALES . . . . .	6
STUDYING THE DIMENSIONALITY OF THE NAVY RECRUITER JOB: A MULTIDIMENSIONAL SCALING APPROACH . . . . .	11
Designing the Similarity Judgment Task . . . . .	12
Administering the Similarity Judgment Task . . . . .	13
Multidimensional Scaling Results . . . . .	14
Comparison of Multidimensional Scaling Dimensions with Behavior Scaling Dimensions . . . . .	18
A Look at the Two Approaches: Behavior Scaling and Multidimensional Scaling . . . . .	18
Data Used to Compare Results of the Two Approaches . . . . .	19
Correlation Analyses Comparing the Two Sets of Dimensions . . . . .	22
FIELD TEST OF THE BEHAVIOR SUMMARY SCALE FORMAT . . . . .	27
Selecting Appropriate "Judges" for Evaluating Recruiter Performance in the Field Test . . . . .	27
Methods Used in the Field Test Study . . . . .	30
Field Test Results . . . . .	30
Assessment of Three Potential Rating Errors . . . . .	30
Convergent and Discriminant Validity of the Scales . . . . .	36
Conclusions Related to Field Test Results . . . . .	39
RECOMMENDATIONS . . . . .	42
REFERENCES . . . . .	45
APPENDIX A - NAVY RECRUITING WORKSHOP INTRODUCTORY MATERIALS . . . . .	A-0
APPENDIX B - RETRANSLATION BOOKLET AND DATA (SAN DIEGO, DES MOINES, AND COMBINED . . . . .	B-0

## CONTENTS (CONTINUED)

APPENDIX C - RETRANSLATING BEHAVIOR EXAMPLES USING RATER PAIRS . . . . .	C-0
APPENDIX D - RETRANSLATION BOOKLET AND DATA (DES MOINES, ALBUQUERQUE, AND COMBINED) . . . . .	D-0
APPENDIX E - PERFORMANCE CATEGORIES AND RATING SCALES (BEHAVIOR OBSERVATION SCALES) . . . . .	E-0
APPENDIX F - PERFORMANCE CATEGORIES AND RATING SCALES (BEHAVIOR SUMMARY SCALES) . . . . .	F-0
APPENDIX G - SIMILARITY JUDGMENT RATING INSTRUCTIONS AND PERFORMANCE EXAMPLES . . . . .	G-0
APPENDIX H - SUGGESTED PREDICTORS OF NAVY RECRUITER EFFECTIVENESS . . . .	H-0

## LIST OF FIGURES

1. Performance examples reliably retranslated . . . . .	8
2. Stress values for multidimensional scaling solutions . . . . .	15
3. Multidimension-multirater results for self, peer, and supervisor . . . .	37

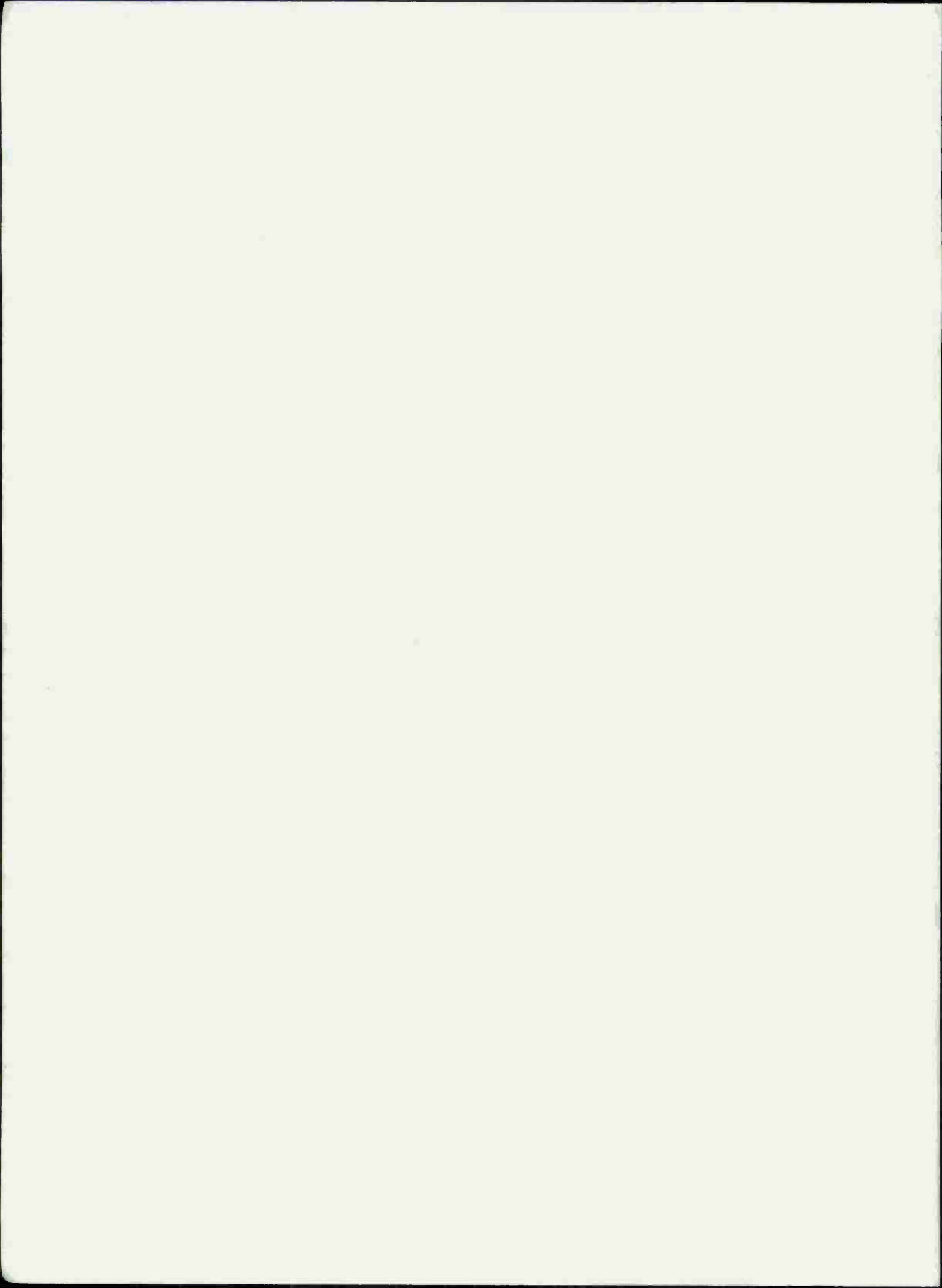
## LIST OF TABLES

1. Percent of Statements Sorted and Scaled Into Intended Dimensions and Performance Levels . . . . .	9
2. Mean Performance Level Rankings for Behavior Statement Triads . . . . .	10
3. Distribution of Within-Rater Reliability Coefficients for the 100 "Acceptable" Protocols . . . . .	14
4. Dimension Loadings for the Five Dimension Multi- dimensional Scaling Solution . . . . .	16
5. The Percent Endorsement Matrix . . . . .	20
6. Multiple Regression Results of MDS Solution Upon Each Behavior Scaling Dimension . . . . .	23
7. Correlations of Association Between Two Dimension Sets: Individual Behavior Scaling Dimensions and MDS Dimensions (Item N = 58) . . . . .	24
8. Correlations of Association Between Two Dimension Sets: Composite Behavior Scaling Dimensions and MDS Dimensions (N = 58) . . . . .	26

CONTENTS (CONTINUED)

LIST OF TABLES (CONTINUED)

9.	Means and Standard Deviations of Performance Ratings . . . . .	31
10.	Intercorrelations Among Dimensions for Self-Ratings (N = 24) . . . . .	33
11.	Intercorrelations Among Dimensions for Peer Ratings (N = 54) . . . . .	34
12.	Intercorrelations Among Dimensions for Supervisor Raters (N = 38) . . . . .	35
13.	Discriminant Validity Results for Seven Studies . . . . .	38
14.	Additional Interrater Agreement Results . . . . .	41
DISTRIBUTION LIST . . . . .		47



## INTRODUCTION

### Problem

The problem addressed in this research is the need for performance criteria capable of reliably and validly measuring Navy recruiter job effectiveness. Any future personnel research performed on the Navy recruiter job requires valid information about recruiter effectiveness which, in turn, demands that a thorough job analysis and criterion development effort be accomplished.

### Purpose and Overview

The main objectives of this project have been to develop performance rating scales for the Navy recruiter job and then to evaluate these scales. Using a new variant of the behavior scaling methodology, we developed a set of eight behaviorally-oriented performance scales suitable for evaluating the performance of Navy recruiters.

In addition, we used a multidimensional scaling (MDS) approach to develop performance dimensions based on recruiters' perceptions of their job. The MDS analysis yielded five dimensions of performance which were then compared to the behavioral performance categories. Comparative advantages of the two strategies for developing performance dimensions were discussed.

A field test of the behaviorally oriented rating form--the Behavior Summary Scales--suggested that self and peer ratings yield reliable and valid indications of recruiter performance. We recommended that the scales be used as an educational and professional development tool, as an aid in recruiter training, and as performance criteria in future selection research.

## DEVELOPING THE BEHAVIOR OBSERVATION SCALES

In the early stages of this study, we used the Behavior Observation Scale approach (Dunnette, 1966) to develop measures of Navy recruiter performance. Later in the project, we modified these behavior scaling procedures in order to overcome certain problems inherent in Behavior Observation Scale (Dunnette, 1966) and Behavior Expectations Scale (Smith & Kendall, 1963) approaches. These modifications will be outlined later. In this section, the procedures for developing the initial set of behavior scales, the Behavior Observation Scales, are discussed.

### Initial Familiarization with the Job

Researchers working on the project became familiar with the Navy recruiter job in a variety of ways. Two persons met with a district commanding officer and received a briefing about the Navy recruiting command and a description of the district's mission and organization. One of the researchers visited the recruiting command in Washington, D. C. and received a thorough briefing about the command's mission, organization, and problems. Finally, two persons on the research team each spent a full day at a recruiting station observing firsthand recruiters' activities. These experiences provided valuable information to the researchers and helped prepare them for the behavior scaling workshops.



## Behavior Scaling Workshop

Thirty-seven persons representing all seven recruiting areas attended a two-day workshop to generate the "raw materials" necessary for subsequent scale development work. Participants included chief recruiters, zone supervisors, recruiters in charge, and general field recruiters. The workshop also contained a good mix of recruiters stationed in rural and urban settings around the country. In short, workshop participants formed a representative group of persons knowledgeable about the day-to-day activities of Navy recruiters across the United States.

Workshop participants were separated into two groups for the first day's activities. (See Appendix A for workshop materials given to participants.) Recruiter supervisors formed one group, field recruiters formed the other. The two workshop leaders (Personnel Decisions, Inc. researchers) then elicited from participants performance examples--brief anecdotes or stories about recruiter performance. Participants were encouraged to write down or to introduce verbally examples of effective, routine, or ineffective performance. They were also asked to write or tell about as many facets of the Navy recruiter job as possible. Periods in which participants wrote performance examples were interspersed with periods spent discussing various examples, speculating about potentially relevant performance dimensions, and talking about the Navy recruiter job in more general terms.

That evening, the two workshop leaders each read through the performance examples generated in his own workshop and constructed a tentative list of performance dimensions that the content of those examples represented. Each leader developed about 20 tentative dimensions. Comparison of the two lists indicated considerable overlap in the leaders' tentative dimensions and thus considerable overlap in the examples generated independently by the two groups. Therefore, the researchers developed a single list of dimensions representing the content of the performance examples.

The next morning, the workshop participants met as a single group and discussed each dimension on the list. During this session, the participants made numerous suggestions related to revising or combining performance dimensions. Then, the leaders returned the performance examples and asked each participant to independently classify each example into a dimension on the tentative dimension list. The leaders also requested that the participants rate each example high, medium, or low depending on the level of effectiveness represented. The two leaders tallied the total number of examples sorted into each category and rated at each of three performance levels. This tally provided information about where more examples were required within the tentative dimension framework.

The total group again split into a supervisor and a field recruiter group to generate more performance examples, especially for dimensions and performance levels containing relatively few examples. Altogether, over 800 examples of recruiter performance were gathered during the 2-day workshop.

In addition, workshops were conducted in boot camp with Navy recruits who had recently interacted with one or more Navy recruiters. Thirty recruits participated in these workshops, ten in each of three sessions. The researcher leading the workshops asked recruits to recall and to describe in writing the total "story" of the interaction with their Navy recruiter, emphasizing what he or she did that represented effective recruiting or ineffective recruiting. One hundred thirty-five performance examples were then gleaned from the stories these recruits provided.

### Procedures for Retranslating Performance Examples

"Retranslating" behavior examples first requires a content analysis of the examples in order to develop performance categories, each describing an aspect or facet of the job. Then, persons knowledgeable about the job each independently make two judgments about each example. First, each person sorts each example into a performance category, each person's sorting based on his/her understanding of the example's content and the definition of the categories. In addition, each person assigns a scale value to each example on the basis of how effective he/she perceives the performance in that example. Those performance examples showing low agreement in terms of either the sorting or the scaling task are normally rejected. This purges the ambiguous or unclear performance examples from the pool of examples to be used for the performance scales.

Those examples for which judges agree on the sorting task (large percentages of retranslation judges placing an example in a given category) and on the scaling task (low standard deviations for the performance level ratings made for an example) provide relatively clear anchors for later users of the scales.

For this project, the research team performed a careful content analysis of the more than 900 performance examples gathered in the workshops. The content analysis yielded nine categories of performance suitable for describing the recruiter job. They were:

- A. Locating and Contacting Prospects
- B. Gaining and Maintaining Rapport
- C. Obtaining Information from Prospects and Making Good Person-Navy Fits
- D. Salesmanship Skills
- E. Establishing and Maintaining Good Relationships in the Community
- F. Providing Knowledgeable and Accurate Information About the Navy
- G. Administrative Skills
- H. Supporting Other Recruiters and the Command
- I. Dedication to the Job

The next step was to reduce the number of behavior examples to a manageable size. Redundancy in the content of the behavior examples formed the primary criterion for eliminating examples from subsequent consideration. Five hundred sixty-seven behavior examples were finally selected for the retranslation process. These examples are presented in Appendix B.

Two groups of recruiters and recruiter supervisors provided the retranslation ratings. Twenty-seven persons from San Diego and 48 from Des Moines, Iowa participated. Because of the large number of examples, each retranslation rater evaluated only about one-third of the examples. Thus, the San Diego raters provided from 5 to 11 ratings on 567 examples and the Des Moines raters provided from 10 to 16 ratings on the 567 examples. Combining the two sets of ratings, 16 to 27 ratings existed for each example in the retranslation task. Means, standard deviations, and percent endorsement of examples into each dimension were computed both within and across the two retranslation groups. A third group consisting of Navy recruits provided retranslation ratings for 87 behavior examples, most of which other Navy recruits had generated previously.

### Retranslation Results

Means, standard deviations, and dimension endorsement data appear in Appendix B. To assess the agreement in retranslation judgments across recruiter group (San Diego versus Des Moines), mean performance level ratings for the two groups were correlated ( $N = 567$ ). The correlation between these two vectors of means was .94, indicating that agreement between groups in the rank order of performance level ratings was considerable. Agreement was not so high in level of these ratings. The overall mean for the 567 examples was 4.83 for San Diego and 4.45 for Des Moines. Why this discrepancy occurred is not clear. Still, agreement in the rank order should provide a more critical test of similarity across districts in terms of what behavior is seen as effective and ineffective.

Although San Diego and Des Moines are not necessarily representative of recruiter job characteristics in all 42 districts, the high correlation between performance level means for these two districts provides some confidence that no large disparity exists across districts in judgments about the effectiveness of various recruiting activities and practices. These data provided a rationale for combining the San Diego and Des Moines retranslation ratings.

Retranslation ratings of performance level provided by recruits ( $N = 87$ ) were also correlated with the corresponding mean level ratings computed for Des Moines and San Diego recruiters. These correlations were .77 and .80 respectively, not as high as the relationship between the two recruiter groups' retranslation ratings. Because of the relatively low correlations



between recruit and recruiter perceptions of the level of effectiveness each behavior example represented, and because recruits did not seem to be familiar with many aspects of the recruiter job, recruit retranslation data were not pooled with the recruiter retranslation data.<sup>1</sup>

#### Generating Supplementary Performance Examples and Retranslating Them

After retranslation data for San Diego and Des Moines were combined and analyzed, it became evident that certain scale intervals had only a few reliably sorted and scaled performance examples. For example, Dimension C had only one example whose mean was between 7 and 9; Dimension D had only two examples reliably rated between 7 and 9. Therefore, additional performance examples were needed. The performance examples were generated in two ways. First, a PDI researcher revised examples which had been previously retranslated unreliably to reduce the ambiguity contained in those examples. Second, a number of new performance examples were elicited from recruiters in the Chicago district.

In these two ways, 48 examples, many of them attempting to fill the "example-poor" areas, were generated and subsequently retranslated by 39 recruiters, 20 from the Albuquerque district and 19 from the Des Moines district. These retranslation data were likewise combined across district and the examples were included in the total pool from which were selected items for the final Behavior Observation Scales. (See Appendix D for these retranslation data.)

#### Selecting Performance Examples for the Behavior Observation Scales

Using the criteria of 60 percent or greater agreement for dimension membership and a standard deviation of less than 2.0 (on a 9-point scale), examples were selected for the nine scales. Behavior examples were selected for scales according to their statistical properties and their ability to "cover" each dimension conceptually. Either seven or eight examples meeting these criteria were available for eight scales. The ninth, "Dedication to the Job," was dropped from further consideration because so few examples were reliably sorted into that dimension.<sup>2</sup>

As a check on the stability of mean scale values for the final dimension anchors, a scale reliability coefficient (Smith & Kendall, 1963) was computed for each dimension. For each scale, the vectors of means from

---

<sup>1</sup>See Appendix C for a description of an experiment comparing the relative amount of error in Navy recruits' ratings when the recruits rate individually versus in pairs.

<sup>2</sup>In developing Behavior Summary Scales (next section), Dimension 1, "Dedication to the Job," was again included in a retranslation effort to be described later.

San Diego and Des Moines retranslation ratings were correlated. (Ns of these correlations were 7 or 8 depending upon the number of behavior examples anchoring the final scale.)

Those scale reliabilities appear below:

A. Locating and Contacting Qualified Prospects	.98
B. Gaining and Maintaining Rapport	.97
C. Obtaining Information from Prospects and Making Good Person-Navy Fits	.99
D. Salesmanship Skills	.98
E. Establishing and Maintaining Good Relationships in the Community	.99
F. Providing Knowledgeable and Accurate Information About the Navy	.98
G. Administrative Skills	.99
H. Supporting Other Recruiters and the Command	.99

Clearly, the scale reliabilities are adequate; little disagreement exists about the rank order of scale anchors selected for the final Behavior Observation Scales. The final scales appear in Appendix E.

#### DEVELOPING THE BEHAVIOR SUMMARY SCALES

This section will first outline problems inherent in Behavior Observation Scales. Then, we describe development of a new kind of behavior-oriented format designed to overcome these problems.

The first problem with Behavior Observation Scales is that often an individual behavior example does not represent the richness of behavior possible for that given level of performance. Ghiselli's (1956) notion of "individual dimensionality" bears on this point. Within a given dimension, several different behaviors may be equally effective (i.e., have the same scale value), yet if a single performance example is selected for the scale point, other possible ways of performing at that level are ignored and may limit a rater's perspective. Ideally, performance examples representing all ways of performing at that level on that dimension should also be included on the scale at the same point. Likewise, other points on the scales should be represented by behavior examples reflecting faithfully the content of all performance relevant to those scales and levels of performance.

Looking at this problem another way, an exhaustive behavior scaling project such as this one often generates a number of reliably retranslated performance examples reflecting various ways of performing at each level on each dimension, but not all can be included on the scales. Thus, behavior

examples are often discarded not because they are unreliably sorted or scaled, but simply because only one example can be selected to anchor each scale point on a particular dimension. Yet, these discarded examples include important content for the dimension and this content should be reflected on the scale in order to portray as closely as possible the full breadth of behavior possible at each level on each dimension.

A second problem with behavior scales is that often certain behavior examples are not relevant for judging the performance of some ratees. Sometimes behavior examples refer to things a particular ratee would not have an opportunity to do. This is not usually a problem if the scales are for a small number of homogeneous positions within the same job classification. But the problem becomes significant when the scales must be relevant to a large number of positions and positions which differ in what is an appropriate style for different circumstances and different geographical areas. For example, a number of behavioral anchors gathered in this study referred to recruiters' effective or ineffective interaction with high school counselors. Yet, some high schools do not let military recruiters visit the school or deal with the counselors. Thus, such behavioral anchors have little meaning for judging some recruiters' performance.

Overall, then, a worthwhile goal in developing performance scales is to cover comprehensively all possible performance "styles" and to allow for a wide range of differences in opportunities to perform certain activities. Such scales would describe the job fully and aid raters with benchmarks relevant to a large variety of job incumbents, situations, and/or settings. In this study, we developed a behavior-based format which attempts to provide more comprehensive and universally relevant scale anchors. This scale development process is described next.

First, we concluded that performance examples generated in the behavior scaling workshops formed an excellent, representative pool of job related Navy recruiter behavior. Further, the retranslation procedure yielded behavior examples possessing unambiguous meaning and showing high agreement as to dimension membership and performance level represented. Specifically, 352 performance examples met the two retranslation criteria of 60 percent or more agreement on dimension membership and standard deviations of less than 2.0.

Our goal, then, was to represent as completely as possible the content of all these reliably retranslated examples. Accomplishing this would seem to operationalize our intentions to develop scales more universally relevant across Navy recruiter positions. Therefore, for each dimension, we first grouped examples into four levels according to their mean retranslation rating. The levels were very high (7-9); high (5-6.99); low (2.25-4.99); and very low (1-2.249). The number of performance examples contained in each level for each dimension appears in Figure 1 below.



		DIMENSION									
		A	B	C	D	E	F	G	H	I	
LEVEL	Very High	7	7	2	5	30	11	11	5	9	87
	High	11	9	10	14	13	13	10	10	4	94
	Low	8	7	3	3	7	15	17	6	3	69
	Very Low	11	11	4	2	24	19	11	13	7	102
		37	34	19	24	74	58	49	34	23	352

Figure 1. Performance examples reliably retranslated.

The key to representing comprehensively the content of all behavior examples was to write behaviorally-oriented statements describing the content of examples at each level for each dimension. So, for Dimension A, for example, we wrote statements for the very high level reflecting the content of the seven performance examples reliably retranslated into that dimension and level. In this manner, we developed three behaviorally oriented statements for each performance level on each dimension in order to represent the variety of ways to perform on each dimension and at each of the four levels. Here, for example, are the three statements written for the "low" level, Dimension E - Establishing and Maintaining Good Relationships in the Community.

- Contacts school officials only sporadically, keeps them waiting for information they want; relationships with counselors, teachers, etc. and persons important to an applicant or recruit are distant and underdeveloped.
- Is not alert to opportunities to promote the Navy; rarely volunteers off-duty time to promote the Navy and is unenthusiastic when approached to do something for the community; rarely accepts speaking invitations.
- Is, at times, discourteous to persons in the community; for example, sends form letters to persons who have assisted him or other Navy recruiters; is not always alert to the family's desire for more information about the Navy and the program in which their son or daughter enlisted.

To assess the degree to which persons knowledgeable about Navy recruiting would agree on the performance level and dimension membership of the new behavior statements, we undertook another retranslation process.

Nine recruiters and recruiter supervisors from the Shreveport, Little Rock, and Chicago districts, working independently, sorted the 108 behavior statements into dimensions and into levels. Specifically, they were asked to perform a two-step procedure. First, retranslation raters sorted examples into dimensions, paying no attention to performance level. They were directed to sort 12 statements or as close to 12 as possible into each dimension. Then, for each dimension, the retranslation raters rank ordered the 12 statements in terms of performance level. A rater was allowed to record ties and/or to skip a rank if he felt he had more than or less than three statements for a particular level. Results of the retranslation procedure are displayed in Tables 1 and 2.

Table 1 shows the percent of behavior statements sorted into the "correct" dimension and performance level. Overall, 69 percent were placed in the intended dimension and at the intended performance level. Dimension G--Administrative Skills--displayed the best retranslation results with 87 percent of the statements properly sorted and scaled. Dimensions D, H, and I were poorest with 56 percent, 58 percent, and 59 percent proper sorting and scaling of statements. Dimensions D and H clearly suffered from problems in placing statements at the proper level. Thirty percent of the statements for Dimension D and 35 percent of the statements for Dimension H were sorted into the intended dimension but placed at an unintended performance level. On the other hand, only 14 percent of the statements for Dimension D and 6 percent of the statements for Dimension H were sorted into the wrong dimension. Dimension I suffered different problems; fully 25 percent of the time, statements intended for dimension I were sorted into other dimensions.

Table 1

Percent of Statements Sorted and Scaled  
Into Intended Dimensions and Performance Levels

Dimension	Percent Properly Sorted and Scaled	Percent Properly Sorted but Improperly Scaled	Percent Improperly Sorted
A	71	21	7
B	70	21	8
C	74	15	11
D	56	30	14
E	77	13	10
F	68	18	15
G	87	10	3
H	58	35	6
I	59	16	25
TOTAL	69	20	11

Note: Round-off error prevents some rows from summing to 100.

Another way to view these retranslation results is to compute mean rankings for triads of behavior statements intended to anchor each performance level on each dimension. This is a reasonable way to judge the quality of the Behavior Summary Scales, because directions for using the scales require a rater to evaluate recruiters by referring to the triads of behavior statements rather than to individual behavior statements. The original intention was that by referring to triads of statements, the rater will find at least one statement which closely describes the performance of the ratee he is evaluating. Since raters are asked to key on the triads, it makes sense to compute retranslation mean ranks for triads and then to assess obtained mean ranks versus expected mean ranks. For the most highly effective three behavior statements on each dimension, the expected rank would be "2"; for the second most highly effective triad of statements, those designated as "high," the expected rank would be "5"; and so on. Table 2 presents the mean ranks obtained for triads from retranslation data.

Table 2

Mean Performance Level Rankings for Behavior Statement Triads

Intended or Expected Rank	Obtained Mean Rank								
	A	B	C	D	E	F	G	H	I
Very High 2.00	2.09	2.42	2.27	2.83	2.71	2.05	2.00	3.00	2.18
High 5.00	4.59	4.21	4.38	3.96	4.56	4.60	4.88	4.19	4.44
Low 8.00	8.57	8.44	8.28	8.58	8.25	8.78	8.56	8.96	8.48
Very Low 11.00	10.22	10.52	10.70	9.88	10.92	10.45	10.42	10.00	10.29

Note: Only rankings made on examples sorted into the proper dimension were included in this analysis.

The first thing to notice in Table 2 is that the rank order of mean performance ranks is the same as the intended rank order for every dimension. Further, the differences between mean ranks of the four triads is substantial for each dimension, indicating that the performance levels of behavior statements taken as triads can be readily differentiated by persons knowledgeable about the job.

Table 2 does, however, indicate that in general some confusion existed between behavior statements in the "very high" and "high" categories and between behavior statements in the "low" and "very low" categories. For all but one dimension, the mean rank of the "very high" statements are higher (toward

the "high" category) than the intended value, 2.0. Likewise, mean ranks of statements in the "high" category are all lower (toward the "very high" category) than the intended value. The same phenomenon occurs for the "low"- "very low" categories.

To look at this problem in a slightly different way, we examined the mean ranks of individual behavior statements. In seven instances, a statement intended to reflect one level was ranked either higher or lower than one statement intended to be at an adjoining level. For example, in Dimension B, one of the statements written for the "very high" level had a mean rank of 3.89, while one of the statements written for the "high" level had a mean rank of 3.67. These data were used diagnostically to revise behavior statements slightly when it seemed warranted. Dimension I, "Dedication to the Job," was dropped from the format because of conceptual difficulties with it and retranslation data suggesting that aspects of the dimension could be subsumed by various other dimensions.

After making these final revisions, the Behavior Summary Scales were placed in a 10-point rating scale format and field tested in an experiment described on pages 27-42 (see Appendix F for the Behavior Summary Scales).

#### STUDYING THE DIMENSIONALITY OF THE NAVY RECRUITER JOB: A MULTIDIMENSIONAL SCALING APPROACH

The purpose of this portion of the research was to examine the dimensionality of the Navy recruiter job from the incumbents' or recruiters' perspective. Thus, we asked recruiters to assess the similarities and differences of the content of various recruiting activities. We used some of the examples of recruiter performance which were generated during the workshops described in the previous section as the recruiting activities for which the judgments of similarity and difference were made. Before asking for such judgments, however, a method was needed which would help the recruiters cluster these behavior examples together by content to form dimensions of performance. These dimensions would thus be formed on the basis of perceived similarity as judged by recruiters.

We selected for this purpose a method, multidimensional scaling (MDS), which helps to identify the underlying dimensions of a set of stimuli (behavior examples in this study). MDS has been used successfully to discover dimensions in a number of applied settings. For example, Brown (1967) successfully used MDS in a job analysis. In addition, Allen (1969) discovered interpretable dimensions underlying 20 worker-oriented and job-oriented verbs, and Rigney and DeBow (1967) uncovered two dimensions representing Naval officers' strategies of evaluating the threat of air raids.

In MDS studies, generally pairs of stimuli are presented and subjects are asked to make similarity judgments of some kind from which inferences are made about dimensions characterizing the stimuli. The dimensions are



determined by identifying clusters of stimuli judged as highly similar among themselves and relatively dissimilar to the other stimuli. Interpreting an MDS solution is somewhat analogous to interpreting a factor analysis solution. In general, the studies cited above suggest that MDS has considerable potential for uncovering an underlying dimensional structure of a set of stimuli.

Furthermore, a recent review article (Sjoberg, 1975) indicates that MDS and other distance model applications for inferring dimensionality of stimuli are generally superior to methods arising from the content model. Sjoberg suggests that content models "rest on a fragile theoretical and empirical basis" (p. 205), while distance models are more justifiable theoretically and empirically.

In fact, one type of MDS which uses distance model assumptions, nonmetric MDS (Shepard, 1962; Kruskal, 1964), requires extremely few assumptions about level of measurement. With nonmetric MDS, one need only assume that meaning exists in the rank order of similarities among stimuli. The problems with interval or ratio level assumptions about the data are thereby avoided. Thus, we elected to use nonmetric MDS to aid in developing recruiter-perceived dimensions of performance of the Navy recruiter job.

#### Designing the Similarity Judgment Task

The first step in developing the judgment task was to generate a list of behavior examples truly representative of performance on the Navy recruiter job. Performance examples elicited during the behavior scaling workshop seemed ideally suited to meet this requirement--that workshop had been attended by a representative group of Navy recruiters and recruiter supervisors, all very knowledgeable about the job.

However, another consideration became important for forming the similarity judgment task. In a small scale pilot study, the level of performance represented by behavior examples exerted a considerable and undesired effect on the judgment of content similarity. When two examples were similar in performance level, they were more likely to be viewed as similar in content than if one example reflected good performance and the other example reflected poor performance. That is, performance level was "confounding" the content related similarity judgments. Therefore, only behavior examples representing effective<sup>3</sup> performance were selected for the similarity judgment task. This modification appeared to facilitate judging the similarity of the content of behavior examples.

---

<sup>3</sup> Initially, the authors selected from a list of approximately 750 nonredundant behavior examples, most of which appeared in the retranslation list, a pool of 350-400 behavior examples depicting what they considered to be effective performance. Sixty examples were then drawn randomly from this  
(continued)



In developing the similarity judgment task, all possible pairs of these 60 examples (1,770 in all) were generated and randomly assigned without replacement to 20 different protocols such that each protocol contained approximately 89 different item pairs. Thus, each of the 1,770 possible pairs of behavior examples appeared once in one of these 20 protocols. The same procedure was used to develop four more sets of 20 protocols, resulting in each item pair appearing exactly five times in the 100 protocols. In addition, for each protocol, 14 or 15 item pairs were randomly selected (again without replacement) and repeated within each protocol in such a way that they appeared at least 20 items apart from the same item pair. These repeat item pairs allowed for an estimate of within-rater reliability.

Each item pair in the protocols required the respondent to assess the similarity of the job facets represented by the two behavior examples. A four-point rating scale was used with "4" indicating that the two examples represented completely different facets of the recruiter job and "1" indicating that the two examples represented the same or very similar facets of the job. (The directions appear in Appendix G.) A sample item pair appears below:

#### Similarity Rating

This recruiter checked  
on the bills and loans  
of his applicants.

The recruiter made certain  
that high schools had cur-  
rent Navy film catalogs.

The result of this development effort, then, was 100 protocols, each containing 103 or 104 item pairs, 14 or 15 of which were repeats in a similarity judgment format.

#### Administering the Similarity Judgment Task

Recruiters and recruiter supervisors in the Albuquerque, Chicago, and Minneapolis districts provided similarity judgments for the protocols developed. Because the task was somewhat difficult, a screening criterion was used to assess the consistency of individual raters. A correlation coefficient was computed between similarity ratings on the 14 or 15 repeat item pairs. We dropped raters for whom these correlations were less than .50. Using this criterion, approximately 16 percent of the raters were eliminated. When a rater was dropped, a protocol identical to his was

---

(continued)

pool of effective performance examples. Subsequently, however, the retranslation data became available, which allowed the researchers to examine the mean performance level ratings for 58 of the 60 examples so selected. Four of the examples had means of less than 5, and so four replacement behavior examples were randomly selected from the remaining examples judged to reflect effective performance (i.e., 5 or greater) by retranslation raters. Thus, 58 behavior examples rated at 5.0 or better plus two behavior examples not retranslated formed the pool of behavior examples used in the similarity judgment task.

completed by another rater. In this manner, exactly 100 protocols were completed by judges with satisfactory within-rater reliability. A frequency distribution of reliability coefficients for these 100 judges appears in Table 3.

Table 3

Distribution of Within-Rater Reliability Coefficients  
for the 100 "Acceptable" Protocols

Reliability <sup>a</sup>	Number of Raters
.90 - 1.000	12
.80 - .899	34
.70 - .799	26
.60 - .699	11
.50 - .599	17

<sup>a</sup> Reliability is represented by Spearman-Brown corrected Pearsonian  $r$ 's. Spearman-Brown corrected reliability across all raters ( $N = 1475$ ) is .88.

#### Multidimensional Scaling Results

First, to obtain an idea of the consistency in responses across judges, we performed an analysis of variance (ANOVA) comparing the variance of different judges' similarity ratings of the same item pairs with the total variance across all similarity ratings. Such an ANOVA procedure was possible because we had five independent estimates of the similarity of each of 1,770 item pairs. Relatively small variance for the similarity ratings of each item pair indicates that, across the judges rating the same item pair, relatively high agreement exists. An intraclass correlation coefficient which summarizes this across-judge agreement and computed within the ANOVA was .71 ( $p < .001$ ,  $df = 1770, 7080$ ), indicating that judges agreed quite well in their similarity ratings of item pairs. Therefore, we computed mean similarity ratings for each of the 1,770 item pairs and used these means to form a 60 X 60 similarity matrix.

The similarity matrix was then submitted to a nonmetric multidimensional scaling analysis (Shepard, 1962; Kruskal, 1964). The Young-Torgerson Version 9 (TORSCA) computer program was used to extract first two dimensions, then three dimensions, and so on through six dimensions. Stress values and interpretability of dimensions were used to determine the preferred solution. The stress values appear in Figure 2.

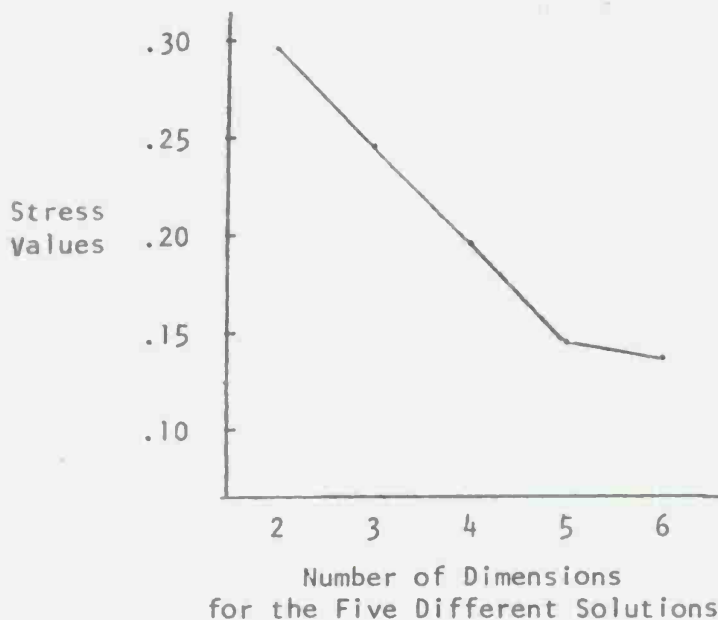


Figure 2. Stress values for multidimensional scaling solutions.

Since the stress value leveled off at the five-dimension solution and because that solution was most readily interpretable, it was the one selected for subsequent data analysis.

Table 4 presents the loadings for the five-dimension solution. Dimensions were then named by referring to the content of examples which loaded .40 or higher (in the proper direction) on the dimensions. Below are the labels developed for the five dimensions.

- I. Gathering information about applicants.
- II. Planning and organizing recruiting practices; looking ahead to future recruiting requirements.
- III. Expending extra effort to aid applicants or recruits.
- IV. Salesmanship; listening to the prospect and then making an appropriate and effective sales pitch.
- V. Expending extra effort related to prospecting activities.

Table 4

Dimension Loadings for the Five Dimension  
Multidimensional Scaling Solution

Performance <sup>a</sup> Example Number	Dimension Loadings				
	I	II	III	IV	V
1	-.19	-.00	-.32	.02	-.46
2	.15	-.34	-.15	-.16	-.69
3	.11	.25	-.64	-.24	-.07
4	-.24	-.48	.45	-.38	.23
5	-.10	.42	.08	-.10	-.57
6	.21	.51	.04	-.35	.04
7	-.17	-.00	.20	.57	-.05
8	.14	-.22	.57	.07	-.24
9	-.08	.04	-.20	-.60	.47
10	.37	-.64	.04	-.11	-.11
11	-.10	.02	-.56	.07	.05
12	-.66	.11	.02	-.04	-.09
13	-.22	-.10	.07	.55	-.33
14	-.22	.19	.00	.58	.11
15	.11	.13	.09	-.59	-.07
16	-.76	-.22	.04	.38	.06
17	.07	.05	-.08	.65	-.01
18	.33	.07	-.28	-.22	.35
19	-.78	-.10	-.45	.14	.17
20	.10	-.63	.04	.05	.06
21	-.46	-.35	.25	-.29	-.15
22	.26	.21	-.12	.10	-.65
23	.72	-.15	.10	-.11	.32
24	.24	-.08	.12	.54	.48
25	.04	.08	-.35	.47	-.11
26	.09	-.20	.47	-.23	.24
27	.20	-.53	-.41	.22	-.06
28	.07	-.10	.15	.11	-.59
29	.15	.45	.18	.17	.26
30	-.10	.41	-.18	-.57	-.13
31	-.29	.36	-.03	.21	-.13
32	-.19	.14	-.01	.56	-.25
33	.30	.15	-.52	.08	.34
34	-.16	-.66	.04	.27	.32

Note: Behavior examples defining MDS dimensions have been underlined.

<sup>a</sup>See Appendix G for a list of these performance examples.

Table 4 (continued)

Performance Example Number	Dimension Loadings				
	I	II	III	IV	V
35	-.07	<u>-.63</u>	.00	-.12	.17
36	<u>-.52</u>	<u>-.34</u>	<u>-.46</u>	-.03	.16
37	<u>-.20</u>	.41	<u>.14</u>	<u>.49</u>	-.26
38	.44	-.26	.04	<u>-.26</u>	.16
39	-.17	.10	.24	-.18	.68
40	-.16	-.24	<u>-.61</u>	-.23	.01
41	.04	-.30	<u>.44</u>	-.48	-.18
42	.42	.50	.45	.19	-.17
43	.14	-.06	-.17	-.52	.39
44	-.02	.20	.54	<u>.57</u>	.06
45	.00	.17	.54	<u>-.60</u>	.07
46	.20	-.26	<u>-.47</u>	-.29	-.27
47	.20	.17	<u>-.34</u>	-.27	.54
48	.16	.22	.20	-.27	-.34
49	<u>-.51</u>	.07	.23	-.38	.48
50	.17	.14	.16	.27	-.26
51	.36	-.17	.18	<u>.62</u>	.00
52	-.00	-.05	-.11	.41	-.40
53	-.12	.21	.03	-.20	<u>-.40</u>
54	-.22	-.06	.12	-.40	<u>-.42</u>
55	.01	.31	-.25	-.16	-.29
56	.05	.64	-.03	-.00	.21
57	.13	.01	.49	-.03	.54
58	-.06	.55	-.11	.08	-.11
59	.31	.45	-.08	-.07	-.15
60	.47	<u>-.55</u>	.20	.04	-.32

Note: Behavior examples defining MDS dimensions have been underlined.



This solution, then, can be thought of as representing, in a summary fashion, the dimensionality of the recruiter job from the recruiters' point of view. The dimensions resulting from this analysis give us information about how recruiters slice up their job--the kinds of activities they see as closely related and the kinds of activities they see as independent and separate.

#### Comparison of Multidimensional Scaling Dimensions with Behavior Scaling Dimensions

##### A Look at the Two Approaches: Behavior Scaling and Multidimensional Scaling

Defining a job's performance domain accurately and clearly is a very difficult task. Furthermore, determining what is the best way to go about defining performance dimensions of a job is difficult. Some might argue that persons very knowledgeable about performance requirements of a job should be given the opportunity to define performance dimensions without the potentially contaminating effects of "experts" such as personnel or industrial psychologists, who might impinge some of their prior notions about how the job "should be dimensionalized." Others would argue that these experts, if properly schooled about the performance requirements of the job, provide a more meaningful job description in terms of performance dimensions because they are knowledgeable about the process of dimensionalizing performance and are familiar with the vocabulary used in describing performance dimensions. Which position is "correct"? Clearly, both approaches are justifiable.

Within this study, we developed performance dimensions using both of these approaches. First, the behavior scaling methodology is an example of an approach in which psychologists or "experts" devise the dimensions. In the behavior scaling methodology, experts clearly exert their influence on the selection of dimension labels and definitions of those dimensions. Experts use their best judgment in dimensionalizing these examples, and they do their best to reflect accurately the content of all behavior examples. But they are still definitely using expert judgment at a crucial point in the scale development process.

The multidimensional scaling approach is a good example of a strategy where persons very knowledgeable about the job provide the majority of input for developing performance dimensions. Within that approach, recall that performance examples describing effective recruiter performance were selected randomly from a large number of examples provided by a representative group of Navy recruiters and their supervisors. Then, other groups of Navy recruiters and their supervisors were asked to make similarity judgments about all possible pairs of these 60 examples. This procedure resulted in a similarity matrix summarizing these persons' perceptions about the dimensional structure of recruiter job activities. Finally, a nonmetric multidimensional scaling procedure provided performance dimensions based on these perceptions.

Notice that nowhere in this process was "expert" judgment used to decide how recruiter activities should be clustered together to form dimensions. Instead, recruiter judgments about the similarity of various effective recruiting activities led to the dimensions derived from this approach.

Previously, we stated that these two approaches each possessed advantages and that it is very difficult to conclude unequivocally that one or the other strategy is "better." Yet it is possible to compare results from these two approaches.

Comparisons were accomplished by determining the similarity of the dimensions from the two solutions. MDS dimension loadings on the 60 behavior examples served to describe quantitatively the content of those dimensions, and behavior scaling retranslation data (percent endorsement into dimensions) made possible a quantitative description of the nine behavior scaling dimensions in terms of 58 of the same behavior examples. Correlational analyses across the two dimensional solutions were thus possible. In the next section, we provide more specific information about data used in these correlational analyses.

#### Data Used to Compare Results of the Two Approaches

Since the five-dimension multidimensional scaling (MDS) solution made the best sense both conceptually and statistically, we used data from that solution in subsequent analyses comparing the two approaches. Specifically, dimension loadings from the varimax rotation of this solution were utilized in correlational analyses to be described on pages 22-27.

In addition, retranslation data were available for 58 of the 60 behavior examples used in the MDS analysis. Therefore, for each of these 58 examples, the proportion of retranslation raters sorting the example into each of the nine dimensions named by the researchers was available. Consequently, a "percent endorsement matrix" was developed which reflected the proportion of raters placing examples into the various dimensions.

Table 5 shows how this percent endorsement matrix was formed and presents data for the entire matrix. Notice that the content of each dimension is described by the magnitude of the percent endorsements into that dimension. In other words, the vector of percent endorsement for each dimension can be thought of as a kind of loading vector where these percent endorsements correspond to loadings in a factor matrix or loadings on a multidimensional scaling solution. High percent endorsement of an example implies that the example "belongs" to that dimension or reflects the content of that dimension just as in a factor loading matrix. In short, for the purpose of correlational analyses about to be described, the 58 X 9 percent endorsement matrix was conceptualized as a factor matrix, each column describing the content of that "factor."

Table 5  
The Percent Endorsement Matrix

Performance Example Number	Percent Endorsement of Dimensions								
	A	B	C	D	E	F	G	H	I
1 <sup>a</sup>	5	45	40	5	0	0	0	0	5
2	11	0	0	4	4	4	0	26	52
3	0	26	0	0	17	0	0	0	57
4	67	0	11	0	7	0	4	0	11
5	0	81	5	10	0	0	0	0	5
6	7	7	0	0	78	0	0	0	7
7	0	0	35	20	0	45	0	0	0
8	52	0	0	48	0	0	0	0	0
9	4	0	0	0	96	0	0	0	0
10	11	0	0	4	0	0	15	70	0
11	0	0	0	0	0	0	10	0	91
12	0	0	43	0	57	0	0	0	0
13	0	7	15	70	0	4	4	0	0
14	0	0	58	11	0	32	0	0	0
15	22	7	4	4	56	4	0	0	4
16	5	5	33	0	0	5	52	0	0
17	0	0	15	67	4	15	0	0	0
18	0	0	0	0	5	0	0	0	95
19	0	0	67	5	5	0	10	5	10
20	9	0	0	4	0	4	35	0	48
21	--	--	--	--	--	--	--	--	--
22	0	25	5	65	0	5	0	0	0
23	24	0	0	0	33	10	0	14	19
24	0	0	0	0	0	78	4	0	19
25	0	0	42	42	0	16	0	0	0
26	95	0	0	0	5	0	0	0	0
27	0	0	0	0	0	0	0	100	0
28	0	75	10	15	0	0	0	0	0
29	5	15	0	10	15	50	0	0	5
30	19	19	0	0	33	0	0	0	29
31	0	59	0	9	0	32	0	0	0
32	0	10	60	10	5	15	0	0	0
33	5	0	5	5	0	0	5	0	80
34	11	0	0	22	0	0	48	15	4
35	5	0	0	5	0	0	80	5	5
36	5	11	5	0	0	5	58	5	11
37	0	20	0	50	0	30	0	0	0
38	10	0	0	0	10	0	0	71	10
39	5	0	0	0	62	33	0	0	0
40	0	5	0	0	0	0	5	80	10

<sup>a</sup>See Appendix G for a list of these performance examples.



Table 5 (continued)

Performance Example Number	Percent Endorsement of Dimensions								
	A	B	C	D	E	F	G	H	I
41	64	0	9	27	0	0	0	0	0
42	0	37	0	22	4	37	0	0	0
43	0	0	0	0	86	0	0	0	14
44	0	0	0	39	0	61	0	0	0
45	40	0	0	0	55	0	0	0	5
46	0	0	0	0	0	0	0	91	10
47	5	33	33	29	0	0	0	0	0
48	14	33	0	5	43	5	0	0	0
49	0	0	0	0	95	0	5	0	0
50	0	10	19	5	0	67	0	0	0
51	0	0	25	30	0	40	0	5	0
52	5	0	86	10	0	0	0	0	0
53	5	68	0	0	26	0	0	0	0
54	--	--	--	--	--	--	--	--	--
55	12	46	0	19	15	0	0	0	8
56	0	0	0	0	70	30	0	0	0
57	43	5	0	10	29	14	0	0	0
58	0	15	0	11	4	70	0	0	0
59	0	5	0	5	80	10	0	0	0
60	0	0	0	35	0	0	5	15	45

### Correlation Analyses Comparing the Two Sets of Dimensions.

Fourteen "variables" were now available for correlational studies comparing the two sets of dimensions. Each of the five MDS dimensions was represented by the vector of loadings for behavior example items on that dimension. Each of the behavior scaling dimensions was described by the appropriate percent endorsement vector appearing in (columns of) Table 5.

To assess, in a summary fashion, the common variance between the two sets of dimensions, we first performed a canonical correlational analysis. Canonical correlation is the multivariate analog of simple correlation. Canonical analyses estimate the relationship between linear combinations of two sets of variables rather than between just two variables. This is an appropriate analysis here, because we are interested in identifying the amount of common variance underlying the content of the two dimension sets. Then, a series of multiple regression analyses similar to those presented in Cliff and Young (1968) was performed to discover the amount of variance in common between the MDS solution and each behavior dimension.

Because of the unusual metric associated with the percent endorsement vectors which represented the behavior scaling solution in these analyses, we anticipated that the relationships between the two dimension sets would be low. Instead, in the canonical analysis, five pairs of canonical variates were extracted, with canonical correlations ranging from .90 to .58 (each significant at the .001 level or greater). Clearly, linear association between the two dimension sets is considerable, implying high overlap in overall content between the behavior scaling and MDS solutions.

Additional information about this association was derived from the multiple regression analyses. Table 6 shows the multiple correlations between MDS dimensions and each behavior scaling dimension along with the standardized beta weights for each regression solution.

The beta weights can be used to obtain clues about which MDS dimensions are associated with each behavior scaling dimension.<sup>4</sup> For example, Dimension A appears to be associated with MDS Dimension III. Likewise, C is associated with I and IV, D with IV, E with V, F with IV and V, G with I and II, H with II and III, and I with III and V.

---

<sup>4</sup>When interpreting the beta weights in Table 6, one must attend carefully to the signs. For MDS Dimensions I, II, and III, negative loadings define the dimensions. For MDS Dimensions IV and V, positive loadings were used to define the dimensions.

Table 6

Multiple Regression Results of MDS Solution  
Upon Each Behavior Scaling Dimension

Behavior Scaling Dimensions	MDS Dimensions (Standardized Beta Weights)					Multiple Correlation
	I	II	III	IV	V	
A. Locating and Contacting Qualified Prospects	-.03	-.24	.54	-.40	.01	.71
B. Gaining and Maintaining Rapport	-.07	.31	-.02	-.17	-.51	.64
C. Obtaining Information from Prospects and Making Good Person-Navy Fits	-.35	-.02	-.13	.39	-.10	.60
D. Salesmanship Skills	.13	.00	.16	.46	-.26	.61
E. Establishing and Maintaining Good Relationships in the Community	-.10	.40	.14	-.52	.27	.73
F. Providing Knowledgeable and Accurate Information about the Navy	.13	.41	.24	.59	.29	.75
G. Administrative Skills	-.32	-.51	-.07	.05	.08	.63
H. Supporting Other Recruiters and the Command	.25	-.47	-.34	-.09	-.11	.62
I. Dedication to the Job	.27	-.07	-.45	-.06	.22	.57

Another way to picture the relationship between dimensional solutions is simply to correlate the loadings associated with each of the five MDS dimensions and the nine "percent endorsement" vectors associated with each behavior scaling dimension. This 5 X 9 correlation matrix appears in Table 7. It is apparent from Table 7 that a number of individual behavior scaling dimensions resemble in content certain MDS dimensions using our measure of association. Only Dimension B, Establishing and Maintaining Rapport, fails to be associated substantially (in a positive direction) with at least one MDS dimension. Thus, we have more evidence that overall association between the two dimensional systems is considerable.

Table 7

Correlations of Association Between Two Dimension Sets:  
Individual Behavior Scaling Dimensions and MDS Dimensions  
(Item N = 58)

MDS Dimensions	Behavior Scaling Dimension								
	A	B	C	D	E	F	G	H	I
I <sup>a</sup>	-08	06	41**	-10	04	-08	33*	-23	-23
II <sup>a</sup>	25	-40**	00	-04	-35**	-36**	52**	45**	11
III <sup>a</sup>	-52**	04	15	-20	-11	-28*	10	31*	42**
IV	-38**	-06	45**	51**	-55**	53**	06	-11	-15
V	14	-53**	-18	-36**	31*	09	15	-01	24

<sup>a</sup> Signs of correlations between MDS Dimensions I, II, and III, and other variables have been reversed to ease interpretation. Positive correlations indicate positive association.

\*p < .05

\*\*P < .01

We also correlated various combinations of behavior scaling dimension vectors with loadings on individual MDS dimensions. It seemed conceptually reasonable to suppose that each of the five MDS dimensions was associated with a combination of behavior scaling dimensions. Fortunately, this possibility could be tested readily by forming composite behavior scaling dimensions and then correlating the composites with loadings on the appropriate MDS dimensions. Composites were developed simply by summing the percent endorsements across the dimensions forming the composite. Referring back to Table 5, a composite of Dimensions A and B would be formed by summing the percent

endorsement for behavior example #1 ( $5 + 45 = 50$ ), example #2 ( $11 + 0 = 11$ ), and so on for all 58 behavior examples. This composite vector, then, represents the content of Dimensions A and B taken together.

Based on the content or meaning of the two sets of dimensions, several associations between behavior scaling dimension composites and MDS dimensions were hypothesized and examined. The hypothesized relationships are listed below.

<u>MDS Dimensions</u>	<u>Hypothesized Associations</u>
I	(C & G)
II	(G & H); (A, G, & H)
III	(I & H); (I, H, & B)
IV	(F & D); (F & C); (D & C); (F, D, & C)
V	(E & F); (E & I); (F & I); (E, F, & I); (A, E, & I); (A, E, F, & I)

Table 8 displays the relationships between these behavior scaling composites and MDS dimensions. The table is arranged so that hypothesized associations can be viewed separately from other relationships. Notice that the magnitude of correlations between behavior scaling composites and MDS dimensions is large, again suggesting that the general level of association between the two dimensional sets is considerable. However, Table 8 also suggests that the configurations of the dimensional solutions differ. That is, no clear one-on-one correspondence exists between dimensions from the two solutions; however, various combinations of behavior scaling dimensions do explain variance in individual MDS dimension content. For example, the composite of behavior scaling Dimensions C and G is closely related to MDS Dimension I, the A, G, and H composite with MDS Dimension II, and the I and H composite with MDS Dimension III. Likewise, the F, D, and C composite is associated with MDS Dimension IV, and the A, E, F, and I composite correlates significantly with MDS Dimension V.

Thus, we examined several pairwise associations between MDS dimensions and behavior scaling composite dimensions and found correlations from .53 to .81. These moderate to high relationships suggest that when the behavior scaling dimensions are combined in certain conceptually meaningful ways, correspondence between the two solutions is considerable.

We make no final judgment about the relative "goodness" of the behavior scaling and MDS solutions. The behavior scaling dimensions seem more conceptually meaningful and easier to define. Still, the dimensional configuration developed from the MDS procedure might yield lower intercorrelations



Table 8

Correlations of Association Between Two Dimension Sets:  
Composite Behavior Scaling Dimensions and MDS Dimensions  
(N=58)

Behavior Scaling Composites	MDS DIMENSIONS				
	I <sup>a</sup>	II <sup>a</sup>	III <sup>a</sup>	IV	V
C & G	<u>53</u> **	33*	19	40**	-05
G & H	-01	<u>67</u> **	32*	-06	08
A, G & H	-06	<u>73</u> **	-03	-28*	15
I & H	-33*	41	<u>52</u> **	-19	16
I, H, & B	-28*	16	<u>53</u> **	-22	-17
F & D	-12	-28*	-32*	<u>70</u> **	-16
F & C	23	-26*	10	<u>69</u> **	-06
D & C	22	-03	-02	<u>65</u> **	-36**
F, D, & C	13	-23	-18	<u>81</u> **	-23
E & F	-02	-54**	-27*	-15**	<u>33</u> *
E & I	-12	-22	19	-57**	<u>42</u> **
F & I	-25	-18	14	28*	<u>27</u> *
E, F, & I	-16	-43**	02	-24	<u>47</u> **
A, E, & I	-15	-07	-09	-71**	<u>45</u> **
A, E, F, & I	-20	-29*	-26*	-44**	<u>53</u> **

<sup>a</sup> Signs of correlations between MDS Dimensions I, II, & III and other variables have again been reversed to ease interpretation. Positive correlations indicate positive association.

\*p < .05

\*\*p < .01

among dimensions because orthogonality (independence) of the MDS dimensions was, in a sense, forced. Future research should actually use MDS dimension rating scales and explore the possibility that MDS dimensions provide "cleaner," less highly correlated performance categories than rating scales generated by the behavior scaling procedure. In this project, we field tested only the Behavior Summary Scales (BSS) rating format. This research is reported in the next section.

## FIELD TEST OF THE BEHAVIOR SUMMARY SCALE FORMAT

### Selecting Appropriate "Judges" for Evaluating Recruiter Performance in the Field Test

Potential evaluators of recruiter performance are supervisory personnel (zone supervisors, chief recruiter, enlisted programs officer (EPO)), fellow recruiters (peer ratings), recruiters themselves (self-ratings), and recruits or prospects. Below is a discussion of the potential of each type of evaluator for providing valid performance evaluation of recruiters.

1. Supervisor ratings. An advantage that recruiter supervisory personnel have for making high quality ratings of recruiters is that they are, in general, relatively familiar with the rating process. Normally, one key element of a recruiter supervisor's job is to assess his recruiters' performance and then to act on those assessments. Thus, zone supervisors, chief recruiters, and EPOs should be practiced in and comfortable with the process of evaluating recruiter performance.

On the negative side, supervisors are often far removed from recruiters in their districts. They may visit recruiting stations only rarely and have but a vague impression of individual recruiters' effectiveness in many facets of the job. They have little firsthand knowledge about recruiters' day-to-day performance and effectiveness.

Instead, supervisors often must rely on reputation and on certain outcome indices to make judgments about performance. Obviously, reputation may be a biased indicator of overall effectiveness and certainly a recruiter's reputation does not provide enough data for making informed assessments of performance on all facets of the job. Likewise, outcome indices such as number and quality of persons recruited do not reveal a recruiter's effectiveness on individual aspects of the job and may overlook differential opportunities for them to enlist qualified persons. Therefore, supervisors may have only a global, overall idea of how recruiters are performing and often may be unaware of their strengths and weaknesses on individual aspects of performance effectiveness.

2. Peer ratings. If recruiters serve at the same station, they normally have considerable opportunity to observe each other's behavior relevant to effectiveness on all aspects of the job. Peers are in a position

to view their station mates' performance on almost a daily basis and, therefore, possess information which should allow them to make accurate appraisals of recruiter performance in all job functions.

In addition, within military settings, Wherry and Fryer (1949) and Hollander and Webb (1955), among others, have concluded that peer ratings provide a well-informed and relatively valid performance criterion. And, peer or "buddy" ratings have proven successful in predicting later effectiveness (Hollander, 1954)--further evidence of the utility of this rating source.

A potential problem with peer evaluations, however, is that recruiters are often inexperienced with the rating process and with the use of rating forms. The "evaluative mode" may be foreign to many field recruiters, and they may have difficulty thinking of each other's activities in terms of effectiveness on several aspects of performance. Also, peer raters are probably more sensitive than supervisors about providing low ratings, because they don't want to "stab their colleagues in the back". Assurance that ratings will be kept confidential should help, but some recruiter raters may still be reluctant to rate their peers as less than "outstanding."

3. Self-evaluation. Self-ratings possess the clear advantage of raters having an excellent opportunity to observe behavior relevant to job performance. Provided that recruiters are realistic in their self-perceptions of effectiveness and accurately record these self-perceptions on the rating form, self-ratings have good potential for yielding valid performance evaluations. Supporting this assessment of self-ratings are empirical studies indicating that self-ratings possess less halo error (see page 33) than do ratings from other sources. Lawler (1967), Klimoski and London (1974), and Parker, Taylor, Barrett, and Martens (1959), among others, have demonstrated that self-ratings yield relatively low intercorrelations among scales, indicating that, compared to others, an individual can make finer discriminations about his own performance on different aspects of the job. To put it another way, recruiters should provide self-ratings which reflect relatively distinct within-person strengths and weaknesses.

While self-ratings appear to suffer less from the halo error than do other sources, they often are more susceptible to leniency error (e.g., Prien & Liske, 1962; Thornton, 1968) and fail to correlate well with performance ratings from other sources (e.g., Klimoski & London, 1974; Lawler, 1967). Self-ratings are comparatively lenient probably because people simply like to make themselves "look good" and tend to overestimate their effectiveness. However, in one recent study (Heneman, 1974), leniency of self-ratings was reduced, apparently by assuring raters that ratings would be used for research purposes only. Low relationships between self and supervisor, or in some cases self and peer, ratings may be due not to lack of validity of the self-ratings, but to differences in perspective and in opportunity to observe

ratee performance. Borman (1974), for example, argued that when raters have significantly different orientations toward a job and observe significantly different ratee behavior or view ratees in different settings, agreement in performance ratings across these raters should not be expected. And, Campbell, Dunnette, Lawler, and Weick (1970) stated, "Disagreement (in ratings) between different observers should not necessarily be viewed as a mark of unreliability. . . ." Thus, self-ratings and performance ratings from other sources may tend to disagree because those who provide these ratings have significantly different opportunities to observe ratees perform, not necessarily because self-ratings are invalid.

Applying this principle to the recruiter job, self and peer ratings probably reflect similar and comparatively comprehensive views of recruiter performance, while supervisors have a somewhat different perspective on effectiveness and definitely have less opportunity to observe performance related behavior. Therefore, under these conditions, lack of agreement between self and peer ratings should be viewed with more alarm than lack of agreement between self and supervisor ratings. High interrater agreement between self and peer ratings would imply that those two sources of ratings provide good estimates of recruiter performance.

4. Recruits or prospects. Prospects or the "consumers" of recruiting activities also seem like an appropriate group for rating recruiters on a subset of the performance dimensions (e.g., Gaining and Maintaining Rapport, Obtaining Information from Prospects and Making Good Person-Navy Fits, and Salesmanship Skills). They clearly have an opportunity to observe behavior relevant to these performance categories.

However, prospects undoubtedly have minimal, if any, experience in evaluating others and may find it difficult to use a rating form. Also, they normally have no frame of reference to use in rating a recruiter, because of their extremely limited experience with recruiters. And, finally, gathering ratings from prospects is physically difficult. It would probably require that a researcher go to individual recruiting stations to obtain ratings from prospects who volunteer to evaluate recruiters.

In short, each rating source has potential strengths and weaknesses. Therefore, we decided to perform a field test of the Behavior Summary Scales (BSS) using three of these sources--supervisors, peers, and self-ratings. We hoped to obtain from the field test empirical information that would allow us to make recommendations regarding use of the scales in future research. Our intention, then, was to deliver to the recruiting command not only the rating instrument itself, but also guidelines for its effective use based on empirical data.



## Methods Used in the Field Test Study<sup>5</sup>

Twenty-four recruiters and three of their supervisors participated in the field test. Recruiters in the sample were from eight different recruiting stations in the Minneapolis/St. Paul metropolitan and suburban area. Three of these stations were four-person stations, two were three-person stations, and three were two-person stations. All 24 recruiters participated. The participating supervisors were the EPO, the chief recruiter, and a zone supervisor.

Each recruiter attended one of three rating sessions in which he was asked to use the Behavior Summary Scales to evaluate himself and the one to three other recruiters serving at the same station. This arrangement yielded three peer ratings for each of 12 recruiters, two peer ratings for each of six recruiters, a single peer rating for each of another six recruiters, and 24 self-ratings. Finally, both the chief recruiter and a zone supervisor rated the same 14 recruiters and the EPO evaluated the remaining ten recruiters.

## Field Test Results

### Assessment of Three Potential Rating Errors

In this section, we examine the ratings for three potential sources of error--leniency, restriction of range, and halo.

1. Leniency error. Leniency is a response bias which occurs when a rater assigns consistently high ratings to individuals, though some of these individuals are, in fact, poor or average performers. Without knowing the true performance levels of individuals, we cannot make a direct assessment of leniency error, but if raters use only the highest portion of the rating scales, we can infer that their ratings suffer from leniency bias.

Table 9 displays the means for self, peer, and supervisor ratings. On the average, peers provided the lowest ratings, the mean being almost two and one-half scale points from the top of the scale. Self-ratings and supervisor ratings averaged nearly one-half scale point higher, suggesting

---

<sup>5</sup>Before this study was conducted, we attempted to perform a field test in the San Antonio district. As part of the research design, we asked "cadres" of five recruiters to evaluate each other--i.e., each recruiter rated four fellow recruiters. Unfortunately, these cadres often included recruiters in different stations, which then required raters to evaluate peers serving in other stations. This procedure failed because recruiters found it impossible to make informed ratings of recruiters in stations other than their own. The resulting missing data rendered pitifully small the number of ratings available for each ratee. Consequently, we did not analyze the data, preferring to apply what we learned from that experience to the study reported here.



Table 9

## Means and Standard Deviations of Performance Ratings (N=24)

Dimensions	Self		Peer		Supervisor	
	M	SD	M	SD	M	SD
A. Locating and Contacting Qualified Prospects	7.67	1.09	7.33	1.24	7.92	1.15
B. Gaining and Maintaining Rapport	8.46	1.06	7.78	1.20	8.31	1.30
C. Obtaining Information from Prospects and Making Good Person-Navy Fits	7.75	1.33	7.51	1.26	7.94	1.16
D. Salesmanship Skills	8.13	1.12	7.51	1.06	8.17	1.42
E. Establishing and Maintaining Good Relationships in the Community	7.46	1.14	7.51	1.18	8.38	1.21
F. Providing Knowledgeable and Accurate Information about the Navy	8.50	1.14	8.06	1.40	8.50	1.22
G. Administrative Skills	7.83	1.20	7.56	1.25	7.60	1.43
H. Supporting Other Recruiters and the Command	8.13	1.19	7.72	1.28	7.50	1.78
Overall Performance	8.00		7.63		8.05	

\* that both supervisor and self-ratings probably contain leniency bias. The peer ratings probably reflect a more reasonable general level of performance and thus appear to be relatively free of leniency error.

2. Restriction of range error. Restriction of range error occurs when a rater fails to differentiate among ratees in his ratings on a given performance dimension to the extent that these ratees actually differ on that dimension of performance. Again, without knowing the true performance levels of the individual ratees and, therefore, the "correct" dispersion of performance across ratees, a direct assessment of the restriction of range error is impossible. Instead, we must examine the standard deviations of ratings, an indirect assessment of this error.

Standard deviations also appear in Table 9. Peer and supervisor ratings show slightly more dispersion (median SDs = 1.24 and 1.26, respectively) than do self-ratings (median SD = 1.14). Although there is no way to know the "true" or "correct" standard deviations, some restriction of range seems to be associated with ratings from all three sources. With few exceptions the upper two performance levels (6 - 10) were used by both recruiters and supervisors in making their ratings.

3. Halo error. The halo response bias occurs when a rater makes an overall judgment about a ratee's performance and then records ratings at approximately the same level on all performance dimensions, even though the ratee does, in fact, vary in performance across the dimensions. The halo error operates against obtaining an accurate portrayal of the variability in each ratee's performance on different dimensions. The magnitude of intercorrelations among dimensions provides an indication of the degree of halo error present in the ratings. Very high intercorrelations suggest raters are lumping dimensions together and failing to differentiate performance on them, while lower intercorrelations indicate that raters are treating dimensions individually and attending to within-ratee differences in performance on the dimensions.

Tables 10, 11, and 12 show intercorrelations among dimensions for self, peer, and supervisor ratings, respectively. These results show clearly that self and peer ratings are less susceptible to halo than are supervisor ratings. The median intercorrelations among dimensions are: supervisor ratings, .70; peer ratings, .40; self-ratings, .28. Thus, recruiters were better able than supervisors to overcome the halo error, especially when providing self-ratings. These results are in agreement with earlier studies (e.g., Klimoski & London, 1974; Parker, Taylor, Barrett, & Martens, 1959) showing that self-ratings are relatively unsusceptible to halo bias.

The results also suggest that recruiters, whether providing self or peer ratings, have considerable knowledge about ratee performance on individual dimensions and can thus reflect in their ratings each ratee's strengths

Table 10

Intercorrelations Among Dimensions for Self-Ratings  
(N = 24)

Dimensions	A	B	C	D	E	F	G	H	Overall Performance
A. Locating and Contacting Qualified Prospects	--								
B. Gaining and Maintaining Rapport	.29	--							
C. Obtaining Information from Prospects and Making Good Person-Navy Fits	.39	.55	--						
D. Salesmanship Skills	-.04	.50	.26	--					
E. Establishing and Maintaining Good Relationships in the Community	.20	.07	.05	.23	--				
F. Providing Knowledgeable and Accurate Information about the Navy	-.11	.45	.09	.36	.15	--			
G. Administrative Skills	.45	.50	.16	.11	.15	.29	--		
H. Supporting Other Recruiters and the Command	.23	.64	.60	.41	.05	.56	.47	--	
Overall Performance	.49	.81	.63	.57	.39	.57	.64	.81	--

Table 11

Intercorrelations Among Dimensions for Peer Ratings  
(N = 54)

Dimensions	A	B	C	D	E	F	G	H	Overall Performance
A. Locating and Contacting Qualified Prospects	--								
B. Gaining and Maintaining Rapport	.36	--							
C. Obtaining Information from Prospects and Making Good Person-Navy Fits	.41	.61	--						
D. Salesmanship Skills	.54	.61	.45	--					
E. Establishing and Maintaining Good Relationships in the Community	.56	.38	.18	.38	--				
F. Providing Knowledgeable and Accurate Information about the Navy	.07	.15	-.03	.11	.32	--			
G. Administrative Skills	.52	.36	.36	.33	.59	.45	--		
H. Supporting Other Recruiters and the Command	.48	.47	.29	.34	.57	.53	.61	--	
Overall Performance	.73	.70	.57	.67	.74	.49	.78	.80	--

Table 12

Intercorrelations Among Dimensions for Supervisor Raters  
(N = 38)

Dimensions	A	B	C	D	E	F	G	H	Overall Performance
A. Locating and Contacting Qualified Prospects	--								
B. Gaining and Maintaining Rapport	.76	--							
C. Obtaining Information from Prospects and Making Good Person-Navy Fits	.74	.66	--						
D. Salesmanship Skills	.64	.74	.75	--					
E. Establishing and Maintaining Good Relationships in the Community	.64	.64	.66	.81	--				
F. Providing Knowledgeable and Accurate Information about the Navy	.68	.73	.79	.77	.81	--			
G. Administrative Skills	.75	.71	.67	.69	.65	.74	--		
H. Supporting Other Recruiters and the Command	.69	.82	.60	.61	.49	.57	.78	--	
Overall Performance	.86	.89	.84	.87	.82	.87	.88	.83	--



\* and weaknesses to a greater extent than can supervisors. Halo results strongly indicate that supervisors, on the other hand, reacted to a global feeling about each recruiter's performance and were unable to make judgments about within-ratee strengths and weaknesses.

#### Convergent and Discriminant Validity of the Scales

An excellent method for assessing construct validity of rating scales is to conduct a multidimension-multirater analysis, an application of the multitrait-multimethod analysis developed by Campbell and Fiske (1959). Figure 3 contains the 27 x 27 matrix depicting relationships among ratings from the three sources--self, peer, and supervisors. Data from the matrix can be used to evaluate the convergent and discriminant validity of the ratings from these sources.

Clearly, peer and self-ratings are more highly related than are supervisor ratings with either the peer or self-ratings. Six of the nine correlations between self and peer ratings are significantly different from zero at the .05 level or better, and three of the nine are significant beyond the .01 level. Therefore, on most dimensions, considerable interrater agreement or convergent validity was obtained between these two rating sources. On the other hand, none of the correlations between self and supervisor ratings is significant and only one of nine peer-supervisor correlations is significantly different from zero at the .05 level. Thus, very little convergent validity is evident for the self-supervisor or peer-supervisor rating source combinations.

Discriminant validity of the self-peer ratings was assessed by comparing the magnitude of convergent validity correlations with appropriate off-diagonal correlations in Figure 3's heterodimension-monomethod and heterodimension-heteromethod triangles. Discriminant validity results are encouraging. Convergent validity correlations are higher than 65 percent of the appropriate heterodimension-monomethod correlations and higher than 76 percent of the appropriate heterodimension-heteromethod correlations. Furthermore, if we remove Dimensions A and G from consideration, discriminant validity is truly excellent--77 percent and 93 percent for these two categories.

To gain perspective on the discriminant validity results, we reviewed a number of studies in which discriminant validity was evaluated for ratings from multiple sources. Table 13 summarizes the relevant information. Discriminant validity results from the present study compare well with discriminant validity findings obtained elsewhere. Only Lawler's (1967) peer and supervisor ratings demonstrated better discriminant validity than was obtained here. This indicates that recruiters providing both self and peer ratings were distinguishing among most performance dimensions and making ratings which reliably differentiated performance on each of these dimensions from performance on other dimensions.

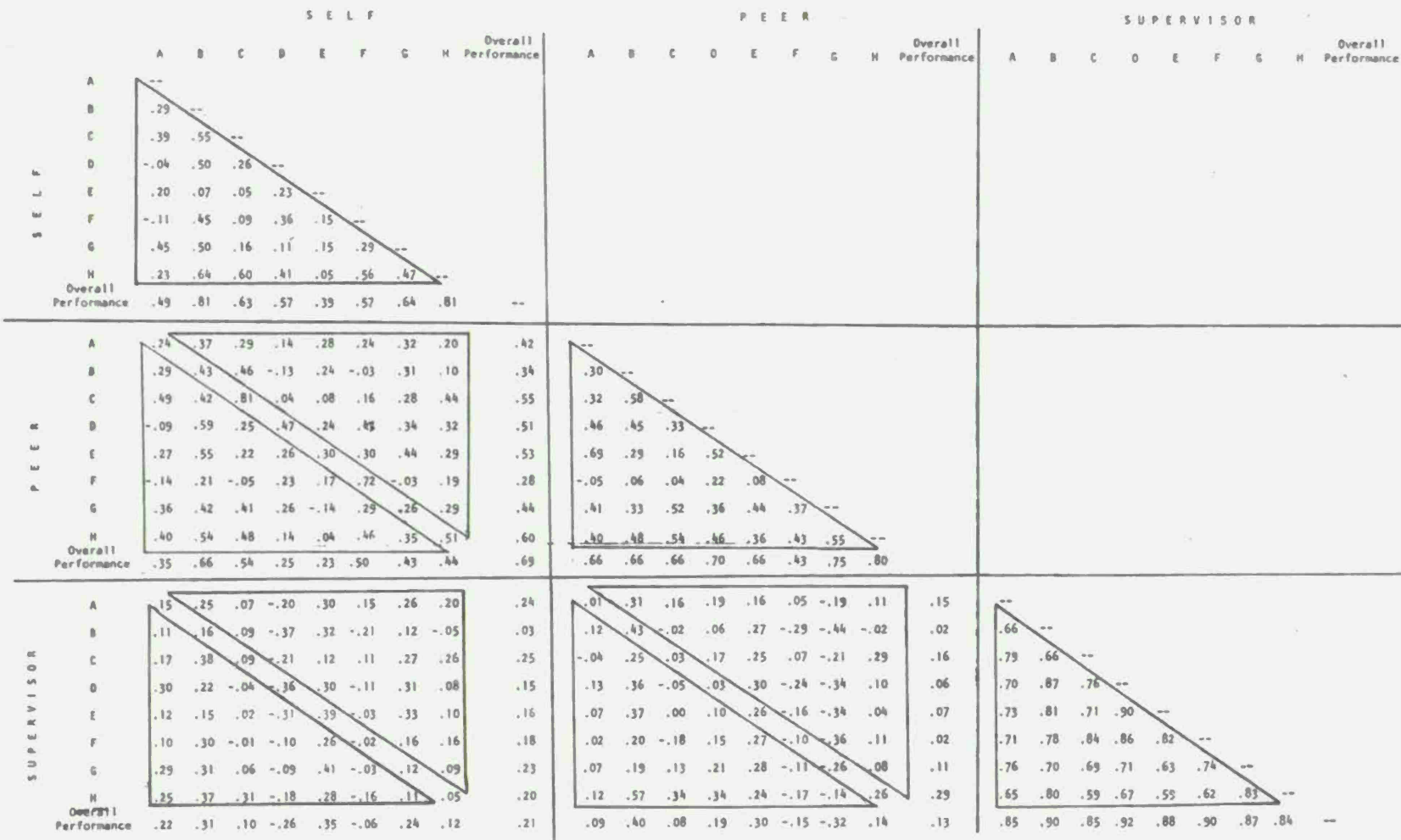


Figure 3. Multidimension-multirater results for self, peer, and supervisor ratings (N = 24).

Table 13  
Discriminant Validity Results for Seven Studies

Study	Number of Dimensions	Sources of Ratings	Convergent Validity Correlations Greater Than Approximate Off-Diagonal Correlations	
			Heterodimension- Monomethod Triangles	Heterodimension- Heteromethod Triangles
Borman (1974)	7	supervisor-peer	30%	66%
Zedeck & Baker (1972)	5	two levels of supervisors	11%	61%
Lawler (1967)	3	supervisor-peer	67%	100%
Heneman (1974)	9	self-supervisor	24%	70%
Klimoski & London (1974)	18	supervisor-peer	<sup>a</sup>	<sup>a</sup>
Nealey & Owen (1970)	3	two levels of supervisors	0%	33%
Present Study	8 plus overall	self-peer	65%	73%

<sup>a</sup> Only median correlations were available from this study. They were:  
 convergent validity diagonal .21  
 heterodimension-monomethod triangles .175  
 heterodimension-heteromethod triangles .635

Thus, convergent validity of peer and self-ratings was acceptable for five of the eight dimensions plus overall performance, and discriminant validity, normally much more difficult to achieve, was impressive for six of the eight performance dimensions. On the negative side, supervisor ratings did not exhibit convergent validity with self or peer ratings.

#### Conclusions Related to Field Test Results

1. Generally, supervisors do not appear knowledgeable enough about field recruiters' activities to provide detailed performance evaluations. Field test results strongly suggest that supervisors will rate recruiters primarily by reputation. This interpretation is supported by halo results, which show that supervisor raters provide very global assessments of recruiters. Other evidence which supports this interpretation is the convergent validity results; supervisory ratings show little agreement with self or peer ratings.

Still more evidence for the interpretation that supervisors rated primarily recruiters' reputations comes from data depicting interrater agreement within the supervisor group. Recall that a zone supervisor and the chief recruiter evaluated the same 14 recruiters. This made possible the calculation of interrater reliability correlations for each dimension and overall performance. Those correlations are:

A. Locating and Contacting Qualified Prospects	.62
B. Gaining and Maintaining Rapport	.38
C. Obtaining Information from Prospects and Making Good Person-Navy Fits	.13
D. Salesmanship Skills	.56
E. Establishing and Maintaining Good Relationships in the Community	.47
F. Providing Knowledgeable and Accurate Information About the Navy	.07
G. Administrative Skills	.48
H. Supporting Other Recruiters and the Command	.54
Overall Performance	.50

Although these interrater agreement results are derived from only two supervisors' ratings of a subset of the 24 recruiter ratees, they provide some idea of the level of agreement to be expected within the supervisor ranks. In general, the reliability is as high as between peers and self-ratings, suggesting that different supervisors depend on much the same information about recruiters in making their ratings. However, since supervisor ratings do not agree well with peer and self-ratings--ratings gathered from raters who have excellent opportunities to observe relevant and performance-related ratee behavior--supervisors must be using cues other than "relevant and performance-related behavior" in assigning their ratings. Supervisors are probably relying on recruiters' reputations as cues for their ratings.



Finally, anecdotal evidence supports the same conclusion. Supervisor raters in this study spontaneously reported to the researchers that they had difficulty evaluating recruiters in as much detail as was required.

2. Empirical results obtained in the field test clearly show that, for the most part, peer and self-ratings possess good convergent and discriminant validity. What kind of reliability can we then expect if self and peer ratings are pooled to form criterion scores for recruiters? This question can perhaps best be answered by computing intraclass correlation reliability coefficients for the combined self and peer ratings. Table 14 presents these Interrater reliability data as well as intraclass correlations for peer ratings alone and for ratings from all three sources.

Notice first that interrater reliability is not very high for the peer ratings. The median intraclass correlation is only .24. However, when peer and self-ratings are pooled, the resultant reliability improves dramatically. The median intraclass correlation for the combined self and peer ratings is .50.

As expected, pooling ratings from all three sources does not improve reliability much over that achieved using peer and self-ratings. In fact, higher reliability is obtained for only two dimensions and overall performance when supervisor ratings are included. Therefore, we conclude that peer and self-ratings should be used to provide criterion performance scores for recruiters on each performance category. Supervisors will not normally possess detailed knowledge of recruiters' performance in individual facets of the job, and thus they should not be asked to make these "narrow gauge" evaluations. On the other hand, normally supervisors should have a reasonably accurate perception of each recruiters' overall effectiveness. Even if supervisor raters evaluate recruiters primarily on the basis of reputation, the overall rating should contribute some valid variance related to recruiters' total effectiveness. Modest support for this conclusion is derived from Table 17 data showing that reliability of the overall effectiveness composite is improved somewhat when supervisory ratings are added.

Still, clearly the data are insufficient to conclude unequivocally that these rating scale-rating source assignments will always be optimal in obtaining valid performance indices for recruiters. Interrater reliability information from both within and across rating source along with an analysis of various raters' opportunities to observe ratee performance should be monitored carefully before determining which ratings to use in a particular setting. Overall, however, the magnitude of the self-peer reliability coefficients suggests that the Behavior Summary Scales will prove valuable for further personnel research that requires reliable performance scores for recruiters.



Table 14

## Additional Interrater Agreement Results

Dimensions	Intraclass Correlations <sup>a</sup>		
	(N = 24) (k = 2.24) <sup>b</sup>	(N = 24) (k = 3.24)	(N = 24) (k = 4.82)
	Peer	Peer and Self	Peer, Self, and Supervisors
A. Locating and Contacting Qualified Prospects	.24	.49	.41
B. Gaining and Maintaining Rapport	-.10	.26	.50
C. Obtaining Information from Prospects and Making Good Person-Navy Fits	.28	.67	.61
D. Salesmanship Skills	.18	.44	.43
E. Establishing and Maintaining Good Relationships in the Community	.39	.63	.63
F. Providing Knowledgeable and Accurate Information about the Navy	.53	.75	.69
G. Administrative Skills	.18	.50	.42
H. Supporting Other Recruiters and the Command	.15	.49	.58
Overall Performance	.27	.57	.59

<sup>a</sup> Magnitude of intraclass correlations approximates the magnitude of split-half Pearsonian correlation coefficients corrected by the Spearman-Brown Prophecy formula.

<sup>b</sup> k is the mean number of sets of ratings available for each ratee.

3. A cautionary note regarding the administration of these rating scales is in order. The promising results obtained for self and peer ratings are undoubtedly heavily dependent on the manner in which the scales were administered. In the sessions with recruiters, researchers explained carefully the purpose of the study and made very clear that ratings were to be used for research only. They emphasized that ratings would be kept confidential and urged recruiters to be honest in their evaluations, since no individual would be affected in any way by a low rating. In addition, rating sessions were held in a quiet room where recruiters were not interrupted and could concentrate on the rating task. Without this kind of set and environment, the psychometric properties of ratings on these scales will very probably be poorer than the results of this field test.

4. As we expected, raters had few problems using the Behavior Summary Scales. The general, yet behaviorally oriented, triads of statements appear to provide good reference points for raters to use in making their evaluations. Informal feedback received from recruiters indicated that they were comfortable making ratings with the scales and that they thought the dimensions represented well the performance requirements of the recruiter job. The only negative feedback we received was from one recruiter and from the supervisor raters. One of the recruiters felt that "too much reading was required" in using the scales, and the supervisors stated that the dimension definitions and behavioral descriptions were too specific for their very general knowledge of individual recruiter's performance.

We have commented previously on the latter "problem." It appears likely that supervisory personnel will often be unable to provide informed ratings using the scales, because of the limited opportunity most supervisors have to view recruiter performance. As for the recruiter's complaint, empirical results suggest that recruiter raters did not have much trouble using the information contained in the scales to make reliable, high quality evaluations. Further, the time recruiters took to complete their ratings was certainly not exorbitant. Approximately 20 minutes were required for recruiters to evaluate a single ratee, and additional ratees required far less time. The maximum amount of time a recruiter spent on the rating task was 40 minutes (to evaluate three peers and himself). Thus, the rating form does not seem overly complicated or long.

#### RECOMMENDATIONS

1. The thorough criterion development work completed within this project provides an opportunity to assess the validity of procedures used presently or developed in the future to select individuals for recruiting duty. A logical next research step is to evaluate the validity of existing selection practices and to develop, as necessary, new procedures to improve the recruiting command's capability of selecting high potential individuals for recruiter jobs. The considerable information now available about recruiter performance can readily suggest

the abilities, aptitudes, and orientation necessary for performing effectively as a Navy recruiter. Knowledge about these abilities, aptitudes, and orientation can in turn suggest selection devices that may be valid indicators or predictors of recruiter performance.

The scales can also serve directly as performance criteria in an empirical validation study to assess the utility of various selection tools for predicting recruiter effectiveness. When used as recommended in this report, the rating scales should provide excellent performance criteria against which to evaluate existing and new selection devices.

Valid selection procedures, when used judiciously, can, over the long run, improve significantly the performance effectiveness of persons coming onto recruiting duty. Thus, we recommend that job analysis information gathered in this study be used in future personnel selection research aimed at improving recruiter selection procedures.

2. During this project we learned that many persons in the Navy know little about the Navy recruiter job. Because recruiting duty is very unlike other Navy duty and because the nature of the job has changed significantly in recent years, many fleet personnel are largely unaware of the duties and performance requirements associated with the recruiter job. This is a special problem for persons who consider applying for recruiting duty and for ship COs who must recommend individuals for the recruiter job.

Therefore, we suggest that the Performance Category Booklet, probably in conjunction with other informational materials, be used to "educate" ship COs and persons considering recruiter duty. This practice will help COs or their representatives counsel individuals about the wisdom of applying for or accepting recruiting duty. Also, it will help fleet personnel interested in a recruiter assignment to make informed decisions about whether or not to request recruiting duty. This simple, inexpensive practice should reduce the number of ineffective recruiters and also the number of recruiters who would not have applied for or accepted recruiting duty if they had known what the job involved.

3. We suggest using performance examples generated within this project as aids in the professional training of persons newly assigned to recruiter duty. Often, sales or other kinds of training are abstract and concerned with "principles" which the new recruiter is to apply later to his job. Specific behavior examples, rated by experienced recruiters according to the level of performance they reflect, should provide relatively clear and unambiguous guidance for a new recruiter. Utilizing the rated performance examples in recruiter training should help to pinpoint the kinds of performance expected of highly effective recruiters and the kinds of performance seen as ineffective by experienced

show desired  
behavior



Navy recruiters. In addition, the Performance Categories developed in this study could provide a meaningful structure for discussing what effective recruiters do on their jobs and could provide organization for discussions incorporating performance examples.

4. The recruiting command should consider sending the Performance Categories generated within this project to Recruiters in Charge (RINCs) as an aid in developing recruiter effectiveness in their stations. On a voluntary basis, each recruiter could ask the RINC to evaluate his strengths and weaknesses using the Performance Categories. The two could then work together to improve the recruiter's effectiveness in performance areas where he is relatively weak. Or, again on a voluntary basis, individual recruiters might use the Performance Categories to evaluate their own performance and then work to improve in those performance areas where they see themselves as weak.

5. Appendix H presents a list of those paper and pencil tests and inventories which appear promising for predicting effectiveness in the various facets of the Navy recruiter job. Included among our suggested predictors are ability, personality, and interest measures. We recommend the use of these tests and also recommend that a candidate's background and experience relevant to the recruiter job be assessed, and that past performance reviews and some kind of Navy Knowledge Test be utilized in completing a picture of the candidate's suitability for recruiting duty. It should be made explicit that the particular predictors we have selected are only indicative of the types of measures we see as appropriate for assessing potential for recruiting effectiveness. Other measures tapping similar domains would also be appropriate.

## REFERENCES

- Allen, J. C. Multidimensional analysis of worker-oriented and job-oriented verbs. Journal of Applied Psychology, 1969, 53, 73-79.
- Borman, W. C. The rating of individuals in organizations: An alternative approach. Organizational Behavior and Human Performance, 1974, 12, 105-124.
- Brown, K. R. Job analysis by multidimensional scaling. Journal of Applied Psychology, 1967, 51, 469-475.
- Campbell, D. T. & Fiske, D. W. Convergent and discriminant validation by the multitrait-multimethod matrix. Psychological Bulletin, 1959, 56, 81-105.
- Campbell, J. P., Dunnette, M. D., Lawler, E. E., & Weick, K. E. Managerial behavior, performance, and effectiveness. New York: McGraw-Hill, 1970.
- Cliff, N. & Young, F. W. On the relationship between unidimensional judgments and multidimensional scaling. Organizational Behavior and Human Performance, 1968, 3, 269-285.
- Dunnette, M. D. Personnel selection and placement. Belmont, California: Wadsworth, 1966.
- Ghiselli, E. E. Dimensional problems of criteria. Journal of Applied Psychology, 1956, 40, 1-4.
- Heneman, H. G. III. Comparisons of self and superior ratings of managerial performance. Journal of Applied Psychology, 1974, 59, 638-642.
- Hollander, E. P. Buddy ratings: Military research and industrial implications. Personnel Psychology, 1954, 7, 385-393.
- Hollander, E. P. & Webb, W. B. Leadership, followership and friendship: An analysis of peer nominations. Journal of Abnormal and Social Psychology, 1955, 50, 163-167.
- Klimoski, R. J. & London, M. Role of the rater in performance appraisal. Journal of Applied Psychology, 1974, 59, 445-451.
- Kruskal, J. B. Multidimensional scaling by optimizing goodness of fit to a nonmetric hypothesis. Psychometrika, 1964, 29, 1-24.
- Lawler, E. E. The multitrait-multirater approach to measuring managerial job performance. Journal of Applied Psychology, 1967, 51, 369-381.

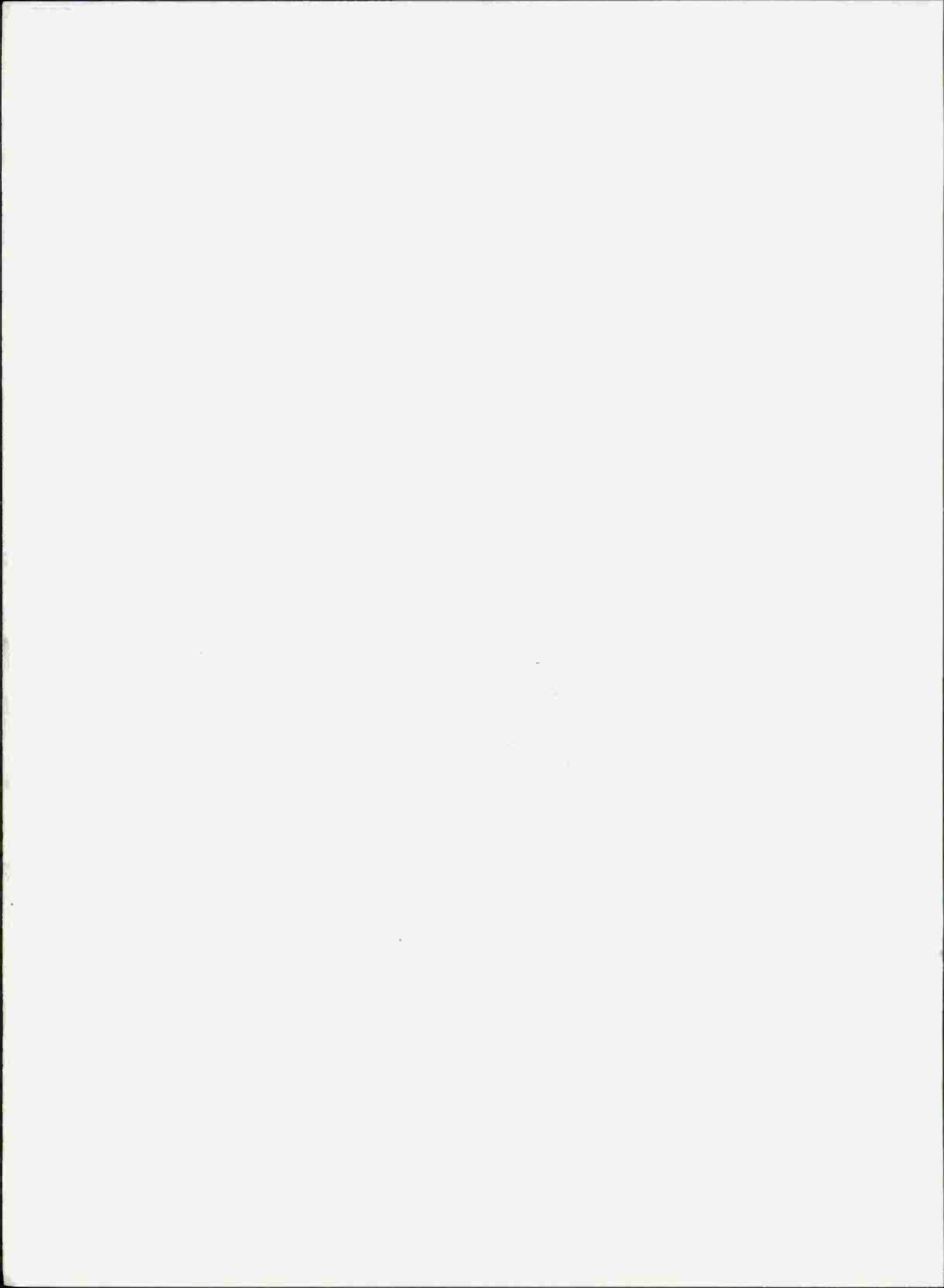


## REFERENCES (continued)

- Nealey, S. M. & Owen, T. W. A multi-trait multi-method analysis of predictors and criteria of nursing performance. Organizational Behavior and Human Performance, 1970, 5, 348-365.
- Parker, J. W., Taylor, E. K., Barrett, R. S., & Martens, L. Rating scale content: III. Relationships between supervisory and self ratings. Personnel Psychology, 1959, 12, 49-63.
- Prien, E. P. & Liske, R. E. Assessments of higher level personnel: III. A comparative analysis of supervisor ratings and incumbent self-ratings of job performance. Personnel Psychology, 1962, 15, 187-194.
- Rigney, J. W. & Debow, C. H. Multidimensional scaling analysis of decision strategies in threat evaluation. Journal of Applied Psychology, 1967, 51, 305-310.
- Shepard, R. N. The analysis of proximities: Multidimensional scaling with an unknown distance function. Psychometrika, 1962, 27, 125-140, 219-246.
- Sjoberg, L. Models of similarity and intensity. Psychological Bulletin, 1975, 82, 191-206.
- Smith, P. C. & Kendall, L. M. Retranslation of expectations: An approach to the construction of unambiguous anchors for rating scales. Journal of Applied Psychology, 1963, 47, 149-155.
- Thornton, G. C. The relationship between supervisory and self appraisals of executive performance. Personnel Psychology, 1968, 21, 441-456.
- Wherry, R. J. & Fryer, D. H. Buddy ratings: Popularity contest of leadership criterion? Personnel Psychology, 1949, 2, 147-159.
- Zedeck, S. & Baker, H. T. Nursing performance as measured by behavioral expectation scales: a multi-trait multi-rater analysis. Organizational Behavior and Human Performance, 1972, 7, 457-466.

A P P E N D I X    A

Navy Recruiting Workshop Introductory Materials



## INTRODUCTION

During our two-day workshop with you, we hope to learn as much as possible about the Navy recruiter job. We have already spent some time observing recruiters in the field and talking to Navy recruits about the recruiter job from their point of view. Now we want to learn more about the recruiter job from people who know it intimately--you.

Personnel Decisions' contract with the Navy calls for us to develop behavior based performance rating scales for the Navy recruiter job. We have developed this kind of performance rating format for a number of jobs in industry and for the job of U. S. Naval officer. We have found that the most efficient way of developing such scales requires us first to have persons knowledgeable about the job generate "behavior examples" or "behavior incidents" describing the performance of persons on the job being studied. That is where you come in.

We want you to generate both in discussions and in writing as many performance examples as possible describing the performance of Navy recruiters based on your experience with the job. The Personnel Decisions' staff has found that this is the best way to build performance rating scales which make sense to those using the scales and which are comprehensive in terms of covering the whole job. During the workshop sessions, we will be helping you to generate these performance examples which will form the building blocks of the performance rating scales for the Navy recruiter job. On the next few pages, we describe in more detail what we mean by "performance examples." Also, we provide some hypothetical examples of these behavior incidents.

## HOW TO WRITE JOB PERFORMANCE EXAMPLES

To write a job performance example or incident try first to remember what someone in a Navy recruiter job actually did or failed to do that made him effective or ineffective in a situation. These incidents can be examples of extremely effective, ineffective, or even average job performance. The important thing is that the example is described specifically as it happened.

When writing an incident describe only what you saw or what the person did, not what you inferred from the action. For example, if you were writing an incident about a person instead of saying that a person displayed loyalty to the organization, describe what he did that made you feel he was loyal such as "worked all night to accomplish a job," or "speaks very highly of his boss," or even "volunteered for dangerous duty." All of these behaviors or actions might be described as displays of loyalty, but they are very different actions. We are asking you, then, to specifically describe not the traits, but the behaviors which you have observed in your experience with the recruiter job.

The characteristics of a good performance example are:

1. it concerns the actions of a person who is in the job under consideration;
2. it tells what the person did (or did not do) that made you feel he was effective or ineffective in his job;
3. It is concise in that it is short, to the point, and does not go to great lengths specifying the consequences of what the person did.

On the next page are some hypothetical incidents which we will use for demonstrating how to write performance examples.



- . When two potential recruits walked into his office, this recruiter got up from his desk and asked if he could help them.
- . This recruiter insisted on showing a couple more films to a prospect, even though the kid said he wanted to sign up "right now."
- . This recruiter volunteered to pick up a new recruit and drive him 35 miles to take his physical exam when the recruit said he didn't have transportation.
- . Immediately after signing up a recruit, this recruiter talked to him about the "buddy plan" and asked if the recruit had any close friends who might want to join the Navy.
- . When a potential recruit failed the math entrance exam, this recruiter told him to buy a math text, read it, and return in two weeks for another try at the test.

# NAVY RECRUITING WORKSHOP SCHEDULE

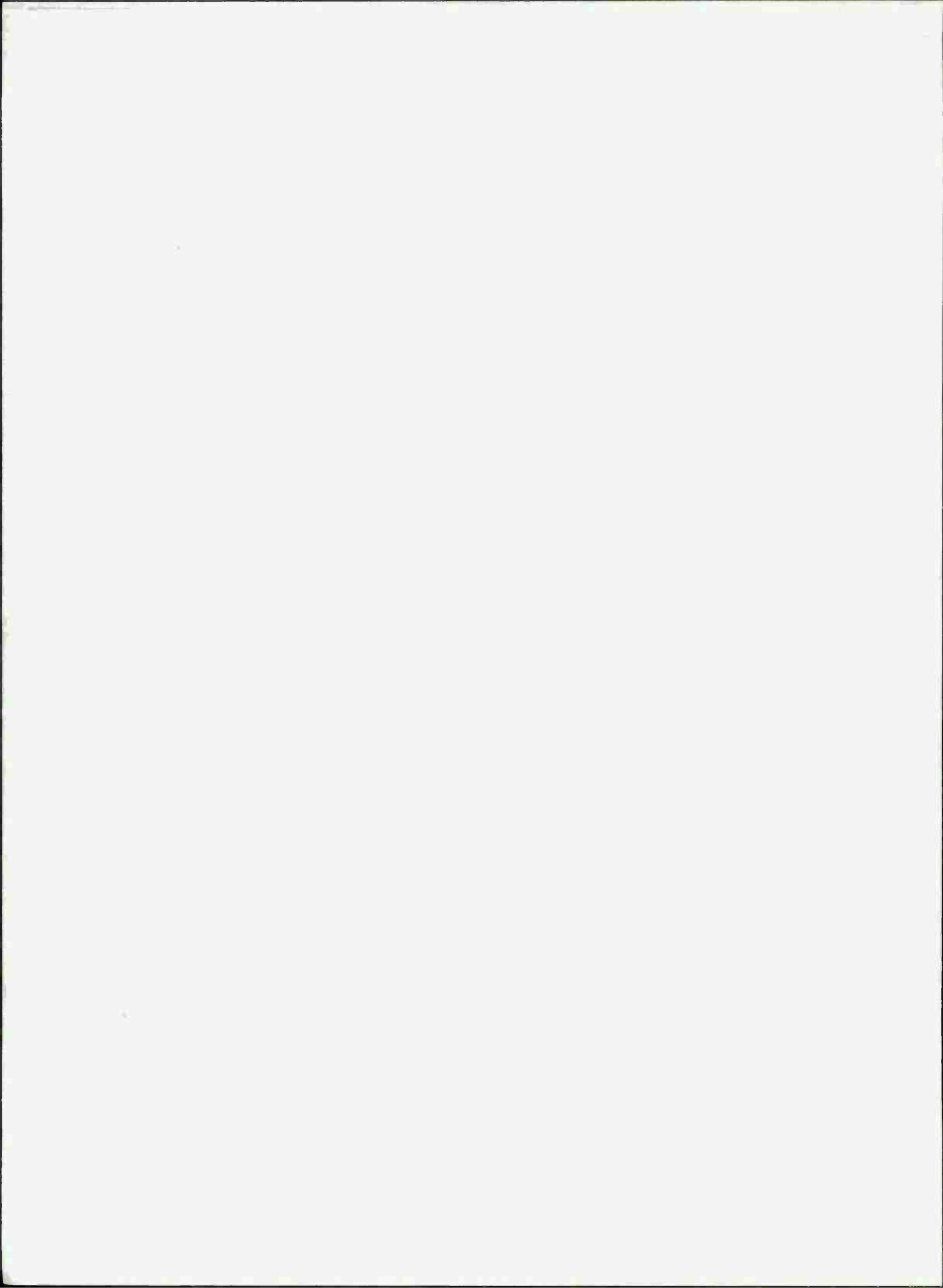
November 5 - 6, 1974

<u>Time</u>	<u>Activity</u>	<u>Discussant</u>
Tuesday		
0900-0920	Introduction	Borman
0920-1200	Discuss and write behavior examples of Navy recruiter performance*	Dunnette and Borman
1200-1300	Lunch (on us)	
1300-1700	Write behavior examples of recruiter performance*	Dunnette and Borman
1700-1745	Cocktails (we're buying)	
Wednesday		
0900-0930	Present tentative performance categories	Dunnette and Borman
0930-1200	Write and discuss behavior examples of recruiter performance*	Dunnette and Borman
1200-1300	Lunch (again, on us)	
1300-1600	Write and discuss behavior examples of recruiter performance*	Dunnette and Borman

\*These sessions will be conducted in two separate groups. Dunnette will lead one group while Borman will lead the other.

A P P E N D I X   B

Retranslation Booklet and Data  
(San Diego, Des Moines, and Combined)



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

\_\_\_\_\_ 1. Immediately after caching a recruit, the recruiter talked to him about the "Recruit Incentive Program" and the benefits he could receive if he recruited three persons.

\_\_\_\_\_ 2. The recruiter asks persons who are not interested in the Navy if they know anyone who might be interested in learning what the Navy has to offer.

\_\_\_\_\_ 3. This recruiter almost always volunteered to cover for another recruiter at lunch time.

\_\_\_\_\_ 4. When a prospect's mother told the recruiter that her son would not be interested in enlisting because he was going to college, the recruiter informed her about the Navy's college program.

\_\_\_\_\_ 5. The recruiter can explain to an applicant how two seemingly similar Navy jobs or programs differ.

\_\_\_\_\_ 6. When the applicant said he wanted to be shipped out as soon as possible, this recruiter stayed in the office with him until 8:00 p.m. to complete the paperwork.

\_\_\_\_\_ 7. If he received requests for information from out-of-the-way schools, the recruiter would hold them sometimes for days until he had another reason to go to that area.

\_\_\_\_\_ 8. When a prospect asks, "What does the Navy have to offer me? What will I get out of it?" the recruiter merely says, "You get what you put in it."

\_\_\_\_\_ 9. The recruiter gave Navy jackets to each of his cache applicants so they could wear them to school.

\_\_\_\_\_ 10. A recruiter spent too much time talking about the travel, women, and booze of Navy life, and turned off an applicant.

\_\_\_\_\_ 11. This recruiter grabbed an applicant in the hall of the high school, and after establishing that he was a senior, began talking about joining the Navy.

\_\_\_\_\_ 12. At 0400 the recruiter took an applicant to the bus station to go to AFEES.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 13. When a prospect comes in the recruiter tries to place himself in his or her shoes and reacts interpersonally in a warm and interested way.
- \_\_\_\_\_ 14. The recruiter willingly shows Navy films to groups on his own time.
- \_\_\_\_\_ 15. The recruiter helped organize an all day celebration in a small town in his area. He attended several meetings, helped set up several displays, and manned the Navy display during the day of the celebration.
- \_\_\_\_\_ 16. After working hours, a recruiter held math classes for high school dropouts, many of whom later joined the Navy.
- \_\_\_\_\_ 17. The recruiter discovers that a prospect loves to travel so the recruiter says, "If I can guarantee you the opportunity to travel, would you enlist in the Navy?"
- \_\_\_\_\_ 18. This recruiter said to the applicant, "When your ship is in port for six months or so, you can set up an apartment and have a lot of fun."
- \_\_\_\_\_ 19. Although the prospect told the recruiter that he was late for a class, this recruiter continued to talk about the Navy in a corridor within the high school.
- \_\_\_\_\_ 20. When a prospect is deciding on which service to enlist in, the recruiter tries to sell the Navy by describing Navy life at sea and his adventures in port.
- \_\_\_\_\_ 21. The recruiter spends time talking with young people about the Navy at the unemployment office in his area.
- \_\_\_\_\_ 22. When an applicant passes the BTB, the recruiter tells the applicant about what high quality persons the Navy accepts.
- \_\_\_\_\_ 23. A recruiter stuttered and had poor eye contact, and thus had difficulty talking with prospects.
- \_\_\_\_\_ 24. The recruiter receives a mail-back reply and does nothing with it for a week.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 25. The recruiter called everyone on his school list and talked to them about their future plans and interests.
- \_\_\_\_\_ 26. When a prospect states an objection to being in the Navy, the recruiter ends the conversation because he thinks the prospect must not be interested.
- \_\_\_\_\_ 27. The applicant mentioned he had had three years of metal shop in high school but the recruiter ignored the information. The applicant was neither interested in nor qualified for the rates the recruiter talked about.
- \_\_\_\_\_ 28. Because he did not rap with young persons such as grocery clerks, station attendants, and waiters, a recruiter lost out on many potential prospects.
- \_\_\_\_\_ 29. When the applicant asked what the engineering rate consisted of, this recruiter was able to explain in detail what a person does in that rate.
- \_\_\_\_\_ 30. The recruiter obtained permission to circulate a Navy questionnaire during home room but neglected to ask for names and addresses. All the questionnaires were useless.
- \_\_\_\_\_ 31. The recruiter ignored the applicant's interest in airman rates and went on to explain seaman rates at great lengths.
- \_\_\_\_\_ 32. This recruiter was very receptive to the applicant's questions about the Navy, and answered them thoroughly.
- \_\_\_\_\_ 33. The recruiter records all school holidays, days, and half days off in his appointment book so that he can schedule physicals, etc. for those days.
- \_\_\_\_\_ 34. An applicant was scheduled to pre-process at AFEES on a Saturday because of his work schedule. This recruiter, who had that Saturday off, offered to take the applicant to AFEES. This recruiter spent his entire day off waiting for the applicant.
- \_\_\_\_\_ 35. Recruiter compiles school lists and gets addresses and phone numbers at home on weekends.
- \_\_\_\_\_ 36. A recruiter asked all CACHE and DELAY Program recruits to bring friends to evening movies about the Navy to build up his prospect file.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 37. The recruiter always confirms appointments with prospects the day before the appointment. He writes a reminder to do this in his appointment book.
- \_\_\_\_\_ 38. The recruiter forgot which school the counselor worked for and went to the wrong school for an appointment.
- \_\_\_\_\_ 39. Because he had not met his quota of two Ready Mariners, a recruiter tried to talk an applicant into this field although the applicant was not really interested.
- \_\_\_\_\_ 40. The recruiter knew a parade was to be held, so he made preparations for a float well in advance of the parade and made a good showing for the Navy.
- \_\_\_\_\_ 41. The recruiter has the applicant fill out the necessary papers and then the recruiter types them so the applicant doesn't need to wait unnecessarily.
- \_\_\_\_\_ 42. When this recruiter noticed that a fellow recruiter in his office was "overselling" the Navy to potential recruits, he pulled him aside and shared this observation with him.
- \_\_\_\_\_ 43. The recruiter always seemed to ask the right questions, for no matter how shy or withdrawn the applicant was he always ended up talking freely.
- \_\_\_\_\_ 44. The recruiter suggested that the recruiters critique each other after every fifth interview they have-- if time is available.
- \_\_\_\_\_ 45. This recruiter went out of his way to offer prospects and recruits rides for official and unofficial reasons. Consequently, he spent too much time on the road and failed to perform a number of his other duties.
- \_\_\_\_\_ 46. The recruiter arranges several trips to the Navy Academy per year for interested people.
- \_\_\_\_\_ 47. A prospect said, "I want adventure and travel. Can you assure me that I will be aboard ship as soon as I finish boot camp?" The recruiter said, "I can even assure you of the coast, and you can be on your way next week."

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 48. While talking to parents of a prospect in a low economic class, the recruiter mentions the level of pay and benefits the Navy offers in a way that makes the parents feel proud their son or daughter is considering the Navy.
- \_\_\_\_\_ 49. When a recruiter from another station in the same district needs a police check, this recruiter willingly gets it.
- \_\_\_\_\_ 50. The recruiter had made quota but the district had not. Orders came down to work until 1900 daily, including Saturday. The recruiter groaned but started working immediately.
- \_\_\_\_\_ 51. This recruiter helped an applicant get a replacement social security card and a driver's license renewed.
- \_\_\_\_\_ 52. The recruiter works from 0800 - 1700 and during those hours completes all his work because of excellent organizing ability.
- \_\_\_\_\_ 53. A potential recruit scored too low on the SBTB to qualify. The recruiter counseled the man and convinced him to study for the test and take it again. The recruiter loaned the potential recruit his own copy of a study guide.
- \_\_\_\_\_ 54. The recruiter never relates exciting personal Navy experiences to an applicant.
- \_\_\_\_\_ 55. This recruiter asked the applicant about his hobbies. When the applicant said he liked to fix cars, the recruiter said that the various mechanical fields within the Navy might interest him.
- \_\_\_\_\_ 56. If the potential recruit wants something like a certain RTC or to leave on a certain day, the recruiter says, "I'll try to get that for you."
- \_\_\_\_\_ 57. A prospect told the recruiter that he had just completed two years vocational school. Taking this as a cue, the recruiter described the VSG program.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 58. The recruiter knows he is going on leave in a few days, so he ties up all the loose ends, especially his paperwork.
- \_\_\_\_\_ 59. The recruiter tries to be the first recruiter to make quota each month.
- \_\_\_\_\_ 60. When contacting a prospect and the prospect says he is not at all interested in enlisting, the recruiter politely ends the conversation.
- \_\_\_\_\_ 61. The recruiter always develops warm relationships with the applicant's entire family. He makes certain that they are well briefed about the program and feel that their son or daughter has made a wise decision.
- \_\_\_\_\_ 62. The recruiter gives all applicants a business card and writes his home phone number on the back and tells them to feel free to call him at any time.
- \_\_\_\_\_ 63. The recruiter consistently records applicants' test scores in the log book.
- \_\_\_\_\_ 64. When a prospect walked into the office, a recruiter seldom asked his name unless it was necessary for testing.
- \_\_\_\_\_ 65. The recruiter volunteered to coach a little league football team.
- \_\_\_\_\_ 66. This recruiter told the applicant that he could choose the coast he wanted even though he signed up for only three years.
- \_\_\_\_\_ 67. In a small town, a recruiter started a successful yearly "Navy Night" tradition with prizes from local businessmen, a beauty queen, a Navy band concert, and a veterans' information booth.
- \_\_\_\_\_ 68. This recruiter asked the recruit to send him a picture of himself after he graduated from boot camp so that he could show it to potential recruits in the town.
- \_\_\_\_\_ 69. A prospect told the recruiter that the only time he could make an appointment was after 2000. The recruiter didn't want to work that late so he didn't set up an appointment.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY LEVEL OF PERFORMANCE

70. A fellow recruiter had an applicant who wanted to ship the next day. This recruiter volunteered to help. He helped prepare the forms, got the high school transcript, birth certificate, and parental consent.

71. When the high school refused to give him a school list, the recruiter wrote an angry, inflammatory letter about the high school principal and sent it to the editor of the local paper.

72. A junior high school principal asked the recruiter to present a program on the Navy for ninth graders; the recruiter did so.

73. The president of the Chamber of Commerce asked the recruiter to provide a float for a parade. There was not enough time to enter a float so that recruiter wrote a tactful letter to the Chamber of Commerce thanking him for the invitation and explaining why they couldn't participate.

74. The recruiter was late for an appointment with a school counselor but had a good reason. The recruiter explained the situation to the counselor when he arrived.

75. When the applicant asked what jobs he could get in the Navy, this recruiter was vague and said it depended on the test scores.

76. A prospect said he "was interested in the Navy but needed to think about it." The recruiter never contacted the prospect again although he had some extra time.

77. When a prospect enters the office, the recruiter starts talking and continues to talk without giving the prospect an opportunity to talk or indicate what he is interested in.

78. This recruiter explained what kind of trade he felt the applicant would do well in after looking over the test scores and talking to the applicant for a short time.

79. This recruiter reminded the applicant to bring his high school diploma, birth certificate, and social security card to AFEES.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 80. When a prospect comes in, the recruiter greets him with a warm smile and puts him at ease with some small talk.
- \_\_\_\_\_ 81. If he has time, the recruiter personally drives applicants to AFEES so that they will not need to take a bus.
- \_\_\_\_\_ 82. The recruiter has become well known in several neighborhood bars and receives several referrals a month from patrons of the bars.
- \_\_\_\_\_ 83. After a female applicant had taken the SBTB but before any paperwork had been done, the recruiter told her that her scores were fantastic but that he was full for the next nine months, and would she mind waiting.
- \_\_\_\_\_ 84. The recruiter does not fully address letters to police departments when requesting information about an applicant. He generally addresses the letters "Police Department" and then the city and state. His police checks take longer than needed and sometimes the applicant's file is not completed.
- \_\_\_\_\_ 85. When the applicant told this recruiter that he was interested in improving in math, the recruiter said he could get plenty of schooling from correspondence courses in the Navy.
- \_\_\_\_\_ 86. When this recruiter saw that another recruiter in the office was having trouble selling a prospect on the Navy, he tactfully asked the recruiter if he could join the conversation. Because he had thought of another approach, he was able to aid in convincing the prospect to join the Navy.
- \_\_\_\_\_ 87. Before sending the applicant to the AFEE, the recruiter gave the applicant his business card and told him that if he had any problems to go to the fifth floor and ask to call him (the recruiter).
- \_\_\_\_\_ 88. The recruiter cooperates with the people at AFEES and IIRD. Whenever they need or suggest something, he always does it as soon as possible.
- \_\_\_\_\_ 89. The recruiter carries folders containing Navy information in his car at all times. He gives them to gas station attendants and managers.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 90. When this recruiter noticed from the forms that the applicant's teeth needed attention, he pointed out that the Navy would fix the teeth at no charge.
- \_\_\_\_\_ 91. The recruiter has a very pleasant voice over the phone and uses the phone to set up appointments-- not to enlist people.
- \_\_\_\_\_ 92. When a young man told this recruiter he wanted to quit school and enlist in the Navy, the recruiter called the young man's high school counselor to gather more information on his situation.
- \_\_\_\_\_ 93. This recruiter, an excellent public speaker, volunteered to make all required formal presentations to help bring in more business for the station. He then shared with his fellow recruiters prospects who were attracted by these presentations.
- \_\_\_\_\_ 94. A recruit who was home from school for a weekend was having car trouble and needed to return to school. He called the recruiter for help. The recruiter arranged a seat for him on a military hop and made certain that he had a way to the airport.
- \_\_\_\_\_ 95. The recruiter went through the local suburban telephone directories which listed names and year of birth of children. He contacted those persons who were eligible and not on any other list.
- \_\_\_\_\_ 96. College transcripts and high school transcripts are needed to complete an applicant's file. Instead of having the applicant sign release papers and getting the transcripts himself, the recruit tells the applicant to get the transcripts.
- \_\_\_\_\_ 97. The recruiter spent his Saturday off helping a prospect and his family move. The recruiter provided the truck and spent seven hard hours moving heavy household effects.
- \_\_\_\_\_ 98. This recruiter told an applicant's mother that he would get a GED and would be safe in the Navy.
- \_\_\_\_\_ 99. Because he had received a minor police record three years ago, an applicant got a poor reference from a high school official. On the basis of this reference, a recruiter rejected the man without ever checking with the applicant's employers over the last three years.
- \_\_\_\_\_ 100. This recruiter asked the applicant when it was possible for him to join the Navy. When the applicant said as soon as possible, he said, "Good, let's get the ball rolling." They went to the recruiter's office to sign papers.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 101. This recruiter does not complete paperwork on a recruit until the day the recruit leaves for his physical.
- \_\_\_\_\_ 102. This recruiter sent the applicant to boot camp in Great Lakes even after the applicant told the recruiter he definitely wanted Florida.
- \_\_\_\_\_ 103. This recruiter came to the city jail to talk to an applicant about joining the Navy.
- \_\_\_\_\_ 104. When the applicant asked this recruiter about boot camp, the recruiter said it would be the hardest nine weeks of his life.
- \_\_\_\_\_ 105. Whenever the recruiter mails information, he typically follows it up with a phone call.
- \_\_\_\_\_ 106. In his spare time the recruiter goes to small restaurants, has a cup of coffee, and chats with employees to learn of any prospects.
- \_\_\_\_\_ 107. The recruiter talks to students, calls people, writes to recruits, talks to people in the community, mixes, and socializes in order to learn of potential recruits.
- \_\_\_\_\_ 108. This recruiter told the applicant to call him if he didn't get the appropriate rate out of boot camp.
- \_\_\_\_\_ 109. If he is uncertain about certain changes in programs, jobs, requirements, etc., the recruiter will remain uninformed rather than ask another recruiter for clarification.
- \_\_\_\_\_ 110. This recruiter presented information about the Navy in a very organized way. He referred to the brochure he was holding as he talked about the advantages of joining the Navy.
- \_\_\_\_\_ 111. The recruiter signed up a recruit and shipped him to recruit training without describing boot camp.
- \_\_\_\_\_ 112. This recruiter consistently forgets to complete one or two forms necessary for getting a person into the Navy.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY LEVEL OF PERFORMANCE

\_\_\_\_\_ 113. The recruiter gave just enough information over the phone to make the prospect want to come into the office. Then he quickly moved to call the next person on his list.

\_\_\_\_\_ 114. This recruiter insisted on showing more brochures and films even though the applicant told him he wanted to "sign up right now."

\_\_\_\_\_ 115. The recruiter received all the credit for reaching the station quota by delegating all the paperwork and consent papers to other recruiters so that only he would be available to sign up prospects.

\_\_\_\_\_ 116. A recruiter became involved with a WAVE applicant, and thus lost the respect of the community.

\_\_\_\_\_ 117. The recruiter organized a seminar for high school counselors, teachers, and principals in order to inform them of the various programs and jobs the Navy had to offer. He arranged all the details and everything went smoothly.

\_\_\_\_\_ 118. This recruiter brought the Navy contract down to the jail and told the applicant, "Sign this paper and you will be out of town in three days."

\_\_\_\_\_ 119. When zone production was at thirty percent, this young, first-class recruiter with good selling skills helped teach the other zone members how to sell. Thus, the zone improved from ninth to third rank in the ten-zone area.

\_\_\_\_\_ 120. After the applicant had been tested, the recruiter presented him with his choices. The applicant decided on one and the recruiter had the applicant sign the contract.

\_\_\_\_\_ 121. When a prospect walked into the office, a recruiter always asked about his background, to help open up conversation.

\_\_\_\_\_ 122. When the applicant scored three points below the cutoff on the math entrance exam, this recruiter said not to worry. The recruiter gave the applicant an algebra book and a book about decimals and asked him to study them before re-taking the exam.

\_\_\_\_\_ 123. When an error in his paperwork is brought to his attention, the recruiter says, "The RINC will take care of that."



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 124. This recruiter makes it a point to complete as much paperwork as possible while the recruit is testing.
- \_\_\_\_\_ 125. This recruiter told the applicant he would have to work hard in boot camp but that it wasn't too tough.
- \_\_\_\_\_ 126. The recruiter talks to a prospect about specific fields after the prospect is tested and the recruiter is certain the prospect qualifies for those fields.
- \_\_\_\_\_ 127. The recruiter got into a heated argument about religion with an applicant who had written "None" in response to a question asking what his religion was.
- \_\_\_\_\_ 128. After the applicant signed up, this recruiter said, "You will probably want to kill me after boot camp, but you will like the Navy better later."
- \_\_\_\_\_ 129. When the recruiter received confirmation on the time and date of Navy Day, he immediately contacted each high school to tell them of the time and date.
- \_\_\_\_\_ 130. When the applicant flunked the math part of the entrance exam, this recruiter lent him two mathematics textbooks and said to send them back from boot camp.
- \_\_\_\_\_ 131. The recruiter volunteered to spend 11 days in Navy booth at state booth.
- \_\_\_\_\_ 132. While the applicant is tested the recruiter generally completes the entire kit.
- \_\_\_\_\_ 133. A recruiter took extra time to schedule applicants for tours of the Navy facility so that these men received first-hand information.
- \_\_\_\_\_ 134. In trying to sell the applicant on the aviation program, this recruiter said that it was fascinating to watch planes land on the carrier.
- \_\_\_\_\_ 135. Even though the recruiter had other school quotas to fill, he responded quickly to the applicant's interest in a commissary rate and showed him a film about the work in that rate.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY	LEVEL OF PERFORMANCE
----------	----------------------

_____	_____	136. The recruiter said to a man home on leave, "Now that you have had a chance to see some of the good and bad in Navy life, can you recommend some friends you think would make good Navy men?"
-------	-------	---

_____	_____	137. A recruiter told a recruit that he would be sent to a particular "A" school located near his boot camp, even though this could not be guaranteed definitely.
-------	-------	---

_____	_____	138. The recruiter oversold the recruit and lost him because he failed to qualify for the program.
-------	-------	--

_____	_____	139. This recruiter carried a small notebook in which he recorded all appointments. By referring to it a couple of times per day, he was able to keep track of all appointments.
-------	-------	--

_____	_____	140. Even though the recruiter dislikes people who have smoked pot, he still works with such applicants in a respectful way to learn as much as possible about their qualifications.
-------	-------	--

_____	_____	141. The applicant said he wanted to be an aircraft electrician but the recruiter informed the applicant about a ship electrician.
-------	-------	--

_____	_____	142. A prospect hitchhiked twenty miles to come to the office to learn about the Navy. He took the tests, qualified, and decided to enlist. At closing time he asked the recruiter for a ride home. The recruiter refused and left without another word.
-------	-------	--

_____	_____	143. This recruiter failed to tell the applicant about ATB and thus gave the wrong impression about when the applicant would be home.
-------	-------	---

_____	_____	144. When making telephone calls, the recruiter sounds disinterested and bored.
-------	-------	---

_____	_____	145. When the applicant walked into the recruiter's office, the recruiter began joking with the applicant and engaged in small talk for awhile before asking what he could do for the applicant.
-------	-------	--

_____	_____	146. A recruiter told an applicant about his three-year sea duty experiences and neglected to make it clear that the ship went into ports during cruises.
-------	-------	---

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 147. A recruiter taught math/mechanics classes to applicants who scored low on the tests in those areas.   |
| _____ | _____ | 148. A recruiter never went out on the road in his territory, and thus did not have a feel for his area.   |
| _____ | _____ | 149. This recruiter was very friendly with a prospect. He took the prospect to his home and showed him some large posters of Navy ships during the noon hour.              |
| _____ | _____ | 150. A recruiter was unwilling to interview a prospect at a time convenient to the prospect.   |
| _____ | _____ | 151. This recruiter asked a recruit to accompany him to see a friend of the recruit in order to help enlist the recruit's friend.  |
| _____ | _____ | 152. This recruiter told the applicant to listen to the C.C. and he would have no problems in boot camp.   |
| _____ | _____ | 153. When an applicant says he wants to enlist, the recruiter stands up, congratulates him, shakes his hand, and tells him he has made a very wise and important decision. |
| _____ | _____ | 154. The recruiter kept the school literature racks stocked with current information.  |
| _____ | _____ | 155. If an applicant is from out of town or has to be out of an apartment and has no place to stay, the recruiter will invite him to stay at his house for a short time.   |
| _____ | _____ | 156. This recruiter failed to tell the applicant about "happy hour," "delta," or "RPOCs."  |
| _____ | _____ | 157. After the prospect stated that he wanted to take the physical, the recruiter volunteered to drive him downtown the next morning.                                      |
| _____ | _____ | 158. The recruiter tells a prospect how to obtain a study guide in order to prepare for the SBTB.  |
| _____ | _____ | 159. The recruiter frequently has dead time and can often be seen reading a newspaper or a magazine.   |

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 160. At the end of each day the recruiter reviews what he has done and then makes a list of the most important things to do for the following day. If the recruiter doesn't finish all the items, the next day he starts where he left off.
- \_\_\_\_\_ 161. After the applicant took the SBTB, the recruiter told him which programs he qualified for and showed films of the jobs the applicant was most interested in.
- \_\_\_\_\_ 162. The recruiter encourages parents of both recruits and prospects to call him if they have any questions or problems.
- \_\_\_\_\_ 163. The recruiter frequently goes to the schools and leaves desk calendars, appointment books, etc. to be distributed.
- \_\_\_\_\_ 164. When first talking to a prospect, the recruiter finds a subject of interest to the prospect and talks about that until the prospect is at ease.
- \_\_\_\_\_ 165. This recruiter talked for an hour to a prospect about the Navy before he realized that the prospect knew exactly what rate and what school he wanted.
- \_\_\_\_\_ 166. When the prospect talks, the recruiter listens and identifies the individual's reasons for coming into the office and the programs he is most likely interested in.
- \_\_\_\_\_ 167. When the recruiter received national inquiry cards he would put them in his desk and forget them.
- \_\_\_\_\_ 168. This recruiter thought in terms of station and district quotas rather than personal quotas. This tendency resulted in his often helping other recruiters when he was needed.
- \_\_\_\_\_ 169. When a prospect enters the office the recruiter gets up, shakes his hand, and asks what he can do for him.
- \_\_\_\_\_ 170. The recruiter consistently filled out paperwork incorrectly. When this was pointed out, the recruiter said, "I know, but it doesn't matter since the main station only uses it as a rough draft anyway."

LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY	LEVEL OF PERFORMANCE	
_____	_____	171. This recruiter checked up on the applicant's bills and the loan on his car.
_____	_____	172. The recruiter told the applicant that if all he wanted to be was a cop he had better go to another branch of the service.
_____	_____	173. A prospect walked into the office and asked about the DPP0. The recruiter described it and asked about the prospect's background that was relevant to the DPP0.
_____	_____	174. While driving a Navy recruiting car, the recruiter is courteous to pedestrians and other drivers.
_____	_____	175. The recruiter interviews prospects in front of other prospects.
_____	_____	176. The recruiter doesn't generally ask an applicant for names of other persons who might be interested in enlisting.
_____	_____	177. A recruiter would have preferred to have three prospects sign up during the next month when he had no CACHE people. However, he convinced the men to join at present, so the zone could make its quota.
_____	_____	178. When a prospect looked as if he had made up his mind to join the Navy, this recruiter asked, "Are you ready? We can start your paperwork today and you will be a Navy man by tomorrow."
_____	_____	179. The recruiter gave other recruiters advice about how to improve their recruiting which did not always seem like good advice.
_____	_____	180. A recruiter sold a prospect on a specific program, and later discovered that the man was not qualified. The recruiter should have discovered this during his interview.
_____	_____	181. The recruiter misread Cruittman and sold an applicant on a rate for which she was not qualified. Later AFEEs refused to enlist her in that program.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

\_\_\_\_\_ 182. A recruiter constantly used prospect cards, telephoning, radio and newspaper advertising, school contacts, and personal appearances for prospecting.

\_\_\_\_\_ 183. When the recruiter sees a person enter or leave a recruiter's office from another branch of the military, the recruiter tries to learn the person's name and whether he enlisted. If the person did not enlist in another branch, he tries to sell him the Navy.

\_\_\_\_\_ 184. Although he had a wealth of potentially helpful public contacts, a recruiter did not contact them on a regular basis.

\_\_\_\_\_ 185. Upon meeting in his office, this recruiter asked the applicant what his name was. When the applicant said "Albert," the recruiter asked if he could call him "Al."

\_\_\_\_\_ 186. When high school counselors call and request NROTC information, the recruiter immediately delivers the information personally.

\_\_\_\_\_ 187. When an applicant comes into the office for the first time, the recruiter doesn't introduce himself but waits for the applicant to make the first move.

\_\_\_\_\_ 188. This recruiter phoned the police station and the last place the applicant had worked to ask about him.

\_\_\_\_\_ 189. At 1:00 a.m. Sunday morning, the recruiter got a phone call from a man who had been drinking. The man was concerned about his son who had just been shipped to boot camp two days before. The recruiter assured the man his son was fine and visited him a few days later to better explain the Navy to him.

\_\_\_\_\_ 190. An applicant walked in and stated that he was trying to learn about all the services. The recruiter treated him with respect, said he thought it was a good idea to check all possibilities, and told him that the Navy had excellent benefits and programs from which to select.

\_\_\_\_\_ 191. A prospect walked in and arranged an appointment with the recruiter. The recruiter neglected to get the man's name, address, and telephone number. The prospect never showed up for the appointment and the recruiter could not contact him.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY LEVEL OF PERFORMANCE

\_\_\_\_\_ 192. When an applicant said he "thought" he could use the family car to drive thirty miles for his scheduled AFEES, a recruiter did not insure transportation, and the applicant didn't show.

\_\_\_\_\_ 193. When a poor recruit needed a suitcase to take to boot camp, this recruiter got her a second-hand suitcase from a man leaving the Navy.

\_\_\_\_\_ 194. A recruiter was not acquainted with the school counselors in his territory.

\_\_\_\_\_ 195. This recruiter avoided questions about boot camp.

\_\_\_\_\_ 196. Even though the recruiter asks a question and the applicant responds, the recruiter does not use the information to counsel or suggest relevant programs.

\_\_\_\_\_ 197. When talking on the phone, the recruiter forgets correct telephone procedure, gets tongue tied and speaks in a broken, jerky manner.

\_\_\_\_\_ 198. When the recruiter arrives at the office each morning at 9:00 a.m., he typically says: "It's too early to make phone calls. I'll wait and call later."

\_\_\_\_\_ 199. The recruiter talked to junior high students in such a way that the students both respected and liked him.

\_\_\_\_\_ 200. When talking on the phone, the recruiter asks too many personal questions and goes into too much detail rather than setting up an appointment.

\_\_\_\_\_ 201. The recruiter talks on the telephone for twenty to thirty minutes when ten to fifteen minutes is adequate.

\_\_\_\_\_ 202. When an applicant needing a waiver for a minor police record had been rejected in a company interview, this recruiter drove him back for a second interview which was successful.

\_\_\_\_\_ 203. The recruiter decided that if prospects would not come to him he would go to them. He started a "sidewalk" recruiting campaign.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 204. This recruiter told the applicant that sometimes people at boot camp would try to make the recruits mad just to see how they would take it.
- \_\_\_\_\_ 205. The recruiter gives a recruit a list of people he graduated with and asks him to list those likely to be good prospects.
- \_\_\_\_\_ 206. The recruiter forgot an applicant's name even though the recruiter had been processing the applicant for several days.
- \_\_\_\_\_ 207. The recruiter cultivated friendships with high school shop, math, and physics teachers in addition to the high school counselor.
- \_\_\_\_\_ 208. The recruiter volunteers for many community projects and follows through on his commitments to those projects.
- \_\_\_\_\_ 209. The applicant was tired from taking the physical exam and driving home so he called the recruiter and asked if he could bring the papers down the next day. The recruiter pleaded with him to bring them down the same day (August 31) so he could process them immediately.
- \_\_\_\_\_ 210. The recruiter interrupts other recruiters when they are talking with prospects. He tells them what happened to him and what he thinks the prospect should do.
- \_\_\_\_\_ 211. Upon receipt of changes to the manual, the recruiter would read them, make the changes required but not record them in the changes log.
- \_\_\_\_\_ 212. A young man called and asked about an AEF field. Instead of making an appointment and answering questions then, the recruiter provided the information over the phone and never set up an appointment.
- \_\_\_\_\_ 213. The recruiter knows the "Recruit Manual" backwards and forwards.
- \_\_\_\_\_ 214. This recruiter answered a fellow recruiter's phone when he was out with a prospect.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY      LEVEL OF PERFORMANCE

\_\_\_\_\_ 215. The recruiter could not get the prospect to make an appointment so he told the prospect to keep the Navy in mind and that he would check back with him in a month.

\_\_\_\_\_ 216. The recruiter sent an applicant from New York to Pittsburgh to take a physical exam. He assured the applicant that he could return home for three days after the physical. However, the applicant was sent directly to boot camp from Pittsburgh.

\_\_\_\_\_ 217. This recruiter studies the recruiting manual and keeps up on the basics of all programs.

\_\_\_\_\_ 218. When other recruiters ask him questions, the recruiter does not give definite answers.

\_\_\_\_\_ 219. The recruiter was friendly with radio, television, and newspaper people. When he learned that most stations preferred to play professional tapes and records he had his done professionally.

\_\_\_\_\_ 220. At the end of the applicant's first visit, this recruiter smiled broadly and shook his hand.

\_\_\_\_\_ 221. On his own time the recruiter signed up for courses in marketing and advertising at a local college.

\_\_\_\_\_ 222. The recruiter was unable to answer a question about submarines, so he called in another recruiter to answer the applicant's question.

\_\_\_\_\_ 223. A recruiter worked with employment agencies and union halls to obtain prospects.

\_\_\_\_\_ 224. An applicant qualified for the Nuclear Power field but was hesitant to enlist because he didn't know if he was sufficiently hard working to complete the schooling. The recruiter talked with him in a way that made him feel confident about his abilities and increased his feelings of worth. The applicant enlisted, and each time he came home on leave the recruiter visited him and boosted his morale and ego.

\_\_\_\_\_ 225. The recruiter honestly portrays boot camp. He describes both the good and the bad.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY	LEVEL OF PERFORMANCE
----------	----------------------

_____	_____	226. A short-timer recruiter was about to retire, and so never contacted dozens of prospects who sent in national advertising inquiry cards.
-------	-------	--

_____	_____	227. An applicant graduated from a trade school and had taken many electronics courses. In addition, he had extremely high SBTB scores. When the applicant said he was interested in learning about electronics programs, the recruiter said, "You have a one track mind. All you want to do is talk about electronics. Come back when you're interested in what I have to talk about."
-------	-------	---

_____	_____	228. This recruiter bought a six-pack of beer and took an applicant out to a lake to talk about his future. During the conversation, the recruiter told the applicant what the Navy had to offer.
-------	-------	---

_____	_____	229. Through his contacts at the schools, the recruiter arranged to have the Navy sponsor all the hockey schedule posters.
-------	-------	--

_____	_____	230. The recruiter joined the local Toastmasters Club to meet people.
-------	-------	---

_____	_____	231. The recruiter tried to complete his paperwork from 0900 to 1000 if he had no physical examinations scheduled.
-------	-------	--

_____	_____	232. Even when a fellow recruiter is talking with an applicant, this recruiter does not answer the telephone.
-------	-------	---

_____	_____	233. The recruiter quickly adapted to the lingo of a hillbilly/farmer and developed rapport and trust.
-------	-------	--

_____	_____	234. The recruiter goes into such detailed descriptions of different rates that he bores the applicant.
-------	-------	---

_____	_____	235. If the recruiter is unable to contact the prospect on the first try, he never tries again even though he has the time.
-------	-------	---

_____	_____	236. The recruiter told an undecided applicant that if he couldn't make up his mind the Navy didn't want him.
-------	-------	---



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 237. When an applicant scores low on the first test, the recruiter gives the person an appropriate book to study and tells the person when to come back to take the next test.
- \_\_\_\_\_ 238. Two shabbily dressed prospects entered the offices and said they wanted information about the Navy. The recruiter was curt and unfriendly because of their dress.
- \_\_\_\_\_ 239. A recruiter had a positive attitude toward all prospects, even those he thought wouldn't qualify.
- \_\_\_\_\_ 240. As soon as the applicant walked in the door, this recruiter politely asked if he could help.
- \_\_\_\_\_ 241. The recruiter has a lot of "no-show" appointments because he doesn't call a day before the appointment to confirm it.
- \_\_\_\_\_ 242. Usually the recruiter properly files the literature he gets on various Navy programs and jobs.
- \_\_\_\_\_ 243. A recruiter offered coffee to walk-in prospects, and thus, put them at ease before talking Navy business.
- \_\_\_\_\_ 244. A recruit's wife called while her husband was in boot camp. She had not heard from her husband for two weeks and was concerned. The recruiter contacted the recruit immediately and conveyed the wife's concern.
- \_\_\_\_\_ 245. The recruiter starts his interviews with "What do you have to offer the Navy?"
- \_\_\_\_\_ 246. The recruiter always reads the latest publications thereby keeping abreast of new Navy programs and jobs.
- \_\_\_\_\_ 247. This recruiter brought a few Navy brochures to the applicant's house to show the parents some of the programs their son was qualified for.
- \_\_\_\_\_ 248. The recruiter is afraid to use the telephone to make a contact.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 249. When news of a higher than expected monthly quota was announced, this recruiter cheered up his fellow recruiters and suggested they start "pulling in the bodies."
- \_\_\_\_\_ 250. A recruiter never contacted the counselor at one of his schools, and the counselor had to contact the district office when he needed some information about the Navy.
- \_\_\_\_\_ 251. The recruiter plans his next day before leaving the office.
- \_\_\_\_\_ 252. A sixteen-year-old came in and said he was thinking of dropping out of high school and joining the Navy. The recruiter interviewed him and told him about the Navy. The recruiter also called the high school counselor and alerted him to the boy's special counseling needs without revealing any confidential information.
- \_\_\_\_\_ 253. When the recruiter calls the prospect and he isn't there, the recruiter curtly says, "I'll call later" and hangs up.
- \_\_\_\_\_ 254. When a new recruit's mother who lived alone could not light her furnace and called the recruiter at 2:00 a.m., the recruiter went out to help her.
- \_\_\_\_\_ 255. When the applicant asked about boot camp this recruiter said, "You will be going to classes eight hours per day. The rest of the time will be free for the most part."
- \_\_\_\_\_ 256. Because he felt inferior to school and other civilian officials, a recruiter always spoke up to such people, and thus, made ineffective presentations.
- \_\_\_\_\_ 257. The recruiter when describing the social life of men in the Navy always portrays a rowdy and sexually free life. Sometimes he alienates young persons who have a different value system.
- \_\_\_\_\_ 258. If an applicant were from out of town and needed hotel reservations, the recruiter would make the reservations and inform the applicant of the arrangements.
- \_\_\_\_\_ 259. When his most effective high school contact was in the hospital, a recruiter made sure that this woman had flowers and visitors every day.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 260. When a very interested applicant received an eye injury in an accident and failed the vision test, the recruiter gave him a second test later, talked with the AFEES medical corpsman, and got the applicant into boot camp.
- \_\_\_\_\_ 261. If the police checks are not received in time, the recruiter gets the information by phone so the paperwork will be ready when the applicant returns.
- \_\_\_\_\_ 262. The recruiter planned a luncheon for minority leaders to promote the Navy image.
- \_\_\_\_\_ 263. The recruiter frequently forgets to put all the proper forms into his pre-enlistment kits.
- \_\_\_\_\_ 264. This recruiter drove thirty-five miles to pick up the applicant and took him to his physical exam.
- \_\_\_\_\_ 265. The recruiter was able to talk and identify equally well with persons with college degrees or with only eighth grade educations.
- \_\_\_\_\_ 266. Because he had listened carefully to an applicant, a recruiter was able to place him in an area appropriate to his interests, and received a thank you letter from the man.
- \_\_\_\_\_ 267. This recruiter told the applicant that the food wasn't too good in boot camp but that it was better on board ship.
- \_\_\_\_\_ 268. The recruiter visited the enlisted processing division to learn what short cuts he could take to process an applicant more quickly.
- \_\_\_\_\_ 269. The recruiter can deal with people of all races and develops such good relationships with his prospects that they always ask to see him before anyone else.
- \_\_\_\_\_ 270. While contacting a prospect on the telephone, the recruiter uses a monotone voice.
- \_\_\_\_\_ 271. The recruiter takes messages but often neglects to give those messages to the persons for whom they are intended.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 272. The recruiter procured an aircraft engine, donated it to a high school, and volunteered to instruct classes on the maintenance and repair of the engine.
- \_\_\_\_\_ 273. Before getting to know the applicant the recruiter tries to sell a program.
- \_\_\_\_\_ 274. A recruiter downgraded Army recruiters at a public cocktail lounge and gave the Navy a poor image.
- \_\_\_\_\_ 275. The recruiter visits the schools in his area once a month.
- \_\_\_\_\_ 276. The recruiter forgot about a Sunday appointment he had made.
- \_\_\_\_\_ 277. The recruiter sold his senior class list to a clothing store which was noted for its unscrupulous advertising tactics.
- \_\_\_\_\_ 278. In order not to disrupt the interview, this recruiter telephoned the other recruiter from a different room when he saw he had some information that would help the recruiter doing the interviewing.
- \_\_\_\_\_ 279. A recruiter set himself a weekly goal for recruiting and made and carried out a time plan for meeting this goal.
- \_\_\_\_\_ 280. While on road trips, the recruiter would not visit high schools which were along the way.
- \_\_\_\_\_ 281. At the end of most phone calls the recruiter says, "Have a nice day."
- \_\_\_\_\_ 282. The recruiter stops at youth clubs and billiard rooms and often gives out his business card.
- \_\_\_\_\_ 283. The recruiter has on numerous occasions asked another recruiter to make his school talks and to keep his appointments although he has the time to perform these functions himself.
- \_\_\_\_\_ 284. The recruiter takes his school counselor contacts out to lunch at least once a quarter.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 285. A prospect who had dropped out of high school expressed concern about finishing high school and learning a trade. The recruiter told the prospect about how he could do both things in the Navy and arranged a meeting between the prospect and an electrician who was a retired Navy man and had learned his trade in the Navy.
- \_\_\_\_\_ 286. The recruiter knows almost nothing about Navy programs and jobs. When a man walks into the office, the only thing he tries to sell him is the Seafarer/Airman programs. If the prospect is not satisfied, the recruiter calls in someone else for information.
- \_\_\_\_\_ 287. This recruiter asked the applicant if he had a police record and then checked it.
- \_\_\_\_\_ 288. When informing the prospect of Navy programs and jobs, the recruiter emphasizes those programs and jobs for which there is a shortage of personnel.
- \_\_\_\_\_ 289. By including the man's wife in the decision making, the recruiter sold the prospect on the Navy.  
Earlier attempts had failed.
- \_\_\_\_\_ 290. While talking to a high school counselor, the recruiter assured him that he would not encourage young persons to drop out of school to join the Navy.
- \_\_\_\_\_ 291. When a prospect asked this recruiter for a ride to the recruiting office, he refused because that wasn't "part of his job."
- \_\_\_\_\_ 292. A recruiter never responded to invitations to speak to Navy League or veterans' groups.
- \_\_\_\_\_ 293. When an applicant says he is going to hitchhike home the recruiter always says, "I'll be glad to give you a ride home. I appreciate your coming in today."
- \_\_\_\_\_ 294. The recruiter made certain that high schools had current Navy film catalogs.
- \_\_\_\_\_ 295. A recruiter did not show up for a school assembly of 140 twelve and thirteen-year-old students and their counselors because he thought the kids were too young to matter.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 296. After working five months as a recruiter, the recruiter is still confused as to the duties of many Navy rates.
- \_\_\_\_\_ 297. This recruiter described "service week" and told the applicant about the working hours (0530-2130) in boot camp when the applicant asked him after signing the contract papers.
- \_\_\_\_\_ 298. A recruiter posted a large number of "take-one" posters and "A-frames" in public places, and thus increased mail-back activity and walk-in traffic.
- \_\_\_\_\_ 299. The recruiter went to a local Navy base and spoke to E-7-9s about the current Navy recruiting programs and problems.
- \_\_\_\_\_ 300. An applicant who had missed two appointments wanted to set up another one. The recruiter said, "I hope you can make this one, because I really want to tell you some things about the Navy."
- \_\_\_\_\_ 301. The recruiter feels recruiting is just part of his twenty years. He does what is required but does not extend himself.
- \_\_\_\_\_ 302. Recruiter always had plenty of literature in his car for any situation.
- \_\_\_\_\_ 303. Throughout the interview, the recruiter asks the prospect "How do you feel about that?" in order to involve the prospect, learn about the prospect, and ensure that the prospect understands completely.
- \_\_\_\_\_ 304. When a high school counselor expressed concern that the recruiter might encourage some persons to drop out of school and join the Navy, the recruiter assured him he wouldn't do that and explained the CACHE Program which requires the person to graduate, thus conveying the importance the Navy places on education.
- \_\_\_\_\_ 305. In a three-man office, this recruiter did only what was specifically required, and let the others carry most of the load.
- \_\_\_\_\_ 306. The recruiter was temperamental and had considerable problems getting along with other recruiters.

LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 307. Recruiter advertised in only one out of four high school football programs.
- \_\_\_\_\_ 308. This recruiter refused to help a recruit's wife get a Navy I.D. card. Instead, he suggested that she write the Department of the Navy.
- \_\_\_\_\_ 309. The recruiter would not use mail campaigns to interest people. He says "Nobody ever likes all that junk mail."
- \_\_\_\_\_ 310. The recruiter has become such good friends with the city fathers, police, news media, and local businessmen that he gets free advertising on local store buildings and when the commanding officer enters town, he gets t.v. and newspaper coverage.
- \_\_\_\_\_ 311. The recruiter showed movies of the Navy band because he had seen the applicant playing trumpet in the high school band.
- \_\_\_\_\_ 312. When selling the applicant on the Navy, the recruiter emphasizes steady employment, good pay, educational opportunities, potential for career advancement, and exciting travel adventures in other countries.
- \_\_\_\_\_ 313. If an applicant is going to have difficulty obtaining a birth certificate, the recruiter will offer to get it.
- \_\_\_\_\_ 314. The recruiter talked about so many programs and the length of their enlistment that he confused the applicant. When the applicant asked a clarifying question the recruiter frequently didn't answer it.
- \_\_\_\_\_ 315. This recruiter told an applicant that boot camp would be "hell" but that the Navy was much better later.
- \_\_\_\_\_ 316. The recruiter gives each high school counselor a list of all the Navy films. When a counselor wants a film, the recruiter orders the film and personally delivers the film to the counselor and picks it up.
- \_\_\_\_\_ 317. When describing the social life of the Navy to a twenty-year-old, the recruiter describes the social life of a forty-year-old Navy man.

LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 318. This recruiter was well liked by other recruiters at his station and by his zone supervisor because he never complained about his own problems. Instead he almost always displayed concern about others' problems.
- \_\_\_\_\_ 319. A recruit is being shipped Wednesday for school guarantee and needs high school transcripts and doctor's letter. On Monday the recruiter checks to ensure that the people at AFEES are aware of the special needs and processing the material.
- \_\_\_\_\_ 320. When two prospects walked into the office, a recruiter gave a twenty-minute spiel about the Navy without even asking the prospects' interests.
- \_\_\_\_\_ 321. A recruiter routinely mentioned the women in Hong Kong to all applicants, even when they were not interested.
- \_\_\_\_\_ 322. This recruiter called two or three places long distance to get the recruit into an A school.
- \_\_\_\_\_ 323. When a prospect asked about medical benefits, this recruiter emphasized that all medical expenses would be paid for.
- \_\_\_\_\_ 324. After a recruit has been in recruit training for thirty days, the recruiter calls the recruit's parents to learn how things are going.
- \_\_\_\_\_ 325. The recruiter knows persons in the police department, civic centers, local government, and schools.
- \_\_\_\_\_ 326. This recruiter pointed out that the economy was in a recession and that the Navy was a good way to ensure employment.
- \_\_\_\_\_ 327. The recruiter arranged to have an interviewing specialist observe and critique his (the recruiter's) interviewing skills. The recruiter worked on the suggestions afterwards.
- \_\_\_\_\_ 328. When a large number of prospects didn't show up for the AFEES and the BTB with the 2612, a recruiter began picking up the prospects at their homes, and increased station production to no. 1 in the zone.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 329. The recruiter is able to show his interest in people regardless of their background, race, or religion.
- \_\_\_\_\_ 330. A recruiter was always honest and straightforward with his applicants.
- \_\_\_\_\_ 331. This recruiter told an applicant he would have to learn many things in the Navy but that he could do it.
- \_\_\_\_\_ 332. The recruiter started persuading juniors and seniors to quit school to join the Navy. Even after the school principals contacted him and asked him to stop, the recruiter continued. The school principals finally banned him from recruiting on school property.
- \_\_\_\_\_ 333. When talking to a high school senior, the recruiter mentions names of other seniors from that school that have already enlisted.
- \_\_\_\_\_ 334. The recruiter keeps a daily telephone log on people he contacted and records the amount of interest shown and what the person seemed to be interested in.
- \_\_\_\_\_ 335. This recruiter almost always had the right approach to parents of young prospects. He was low key, respectful of the parent's feelings, and came on as sincerely interested in their son or daughter.
- \_\_\_\_\_ 336. A recruiter sold an applicant on the AEF Program before discovering that he was color blind and the disqualified applicant would not accept an alternative program.
- \_\_\_\_\_ 337. The recruiter was not familiar with program requirements and sold an applicant who had no trigonometry in school on a job in the EA field. The applicant did not qualify and was very disappointed.
- \_\_\_\_\_ 338. The recruiter told a low-scoring applicant to take advantage of joining the Navy now because the qualifications would become higher in the near future and he might not qualify then.
- \_\_\_\_\_ 339. A recruiter declined an invitation to show a movie to a sixth-grade class because he thought they were too young to matter.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

\_\_\_\_\_ 340. When the recruiter came to work in the morning he talked about various happenings not related to recruiting. After about an hour he would start making phone calls.

\_\_\_\_\_ 341. During the early morning hours the recruiter is sluggish and unenthusiastic. If he sees a prospect during those hours, he generally has to resell the Navy again later.

\_\_\_\_\_ 342. This recruiter advised the applicant to sign up for three years rather than two because the reserve time would be less.

\_\_\_\_\_ 343. An applicant was qualified for an occupational specialty program but was not a high school graduate so he was not qualified for the school guarantee program. However, the recruiter looked in the wrong chapter in the manual and told the applicant he was not qualified for any school program.

\_\_\_\_\_ 344. When consent papers are required, the recruiter personally takes the papers to the home to be signed. He also calls the parents two to three weeks after the applicant has gone to boot camp.

\_\_\_\_\_ 345. The recruiter needs to be pushed and to be given direction. He takes advantage of the "isolated duty" aspect of recruiting.

\_\_\_\_\_ 346. An applicant working as a civilian cook was concerned about his potential status as a U. S. Navy cook. The recruiter recognized the problem, introduced the applicant to steward rating, and sold the man on the idea of becoming a "chef" as opposed to cook.

\_\_\_\_\_ 347. The recruiter confused an applicant's request for airman duty and tried to talk him into signing for fireman school.

\_\_\_\_\_ 348. This recruiter went to an applicant's house to ask if he was still interested in joining the Navy. The applicant had sent away for information about the Navy two months earlier.

\_\_\_\_\_ 349. When in another town, the recruiter would not check the literature racks to make certain they were full.

\_\_\_\_\_ 350. Recruiter invited recruits out for pizza when they got home from boot camp.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 351. Although he had made an appointment at the corner drug store with a prospect, a recruiter never showed up or telephoned.
- \_\_\_\_\_ 352. This recruiter loudly proclaimed that the applicant would be traveling around the world in the Navy and getting paid for it. This argument impressed the prospect who eventually joined the Navy.
- \_\_\_\_\_ 353. The applicant was unable to test during the week so the recruiter set up an appointment on Saturday.
- \_\_\_\_\_ 354. The recruiter never proofread his typed paperwork so his paperwork frequently had errors.
- \_\_\_\_\_ 355. When the recruiter describes a program or job he does so in a direct and interesting manner.
- \_\_\_\_\_ 356. When an applicant asked the recruiter about the benefits and opportunities the Navy offered. The recruiter told the applicant about his own personal sea experiences in a very interesting manner.
- \_\_\_\_\_ 357. When the applicant asked about the ASW operator job, this recruiter gave all the necessary qualifications, the test scores required, and told the applicant about the extra pay and the location of the ASW school.
- \_\_\_\_\_ 358. Using the master cards, the recruiter checks for birthdays and sends cards to prospects on their birthdays.
- \_\_\_\_\_ 359. On cold calls, this recruiter says he would like to meet the prospect "personally" and discuss Navy benefits along with programs that he thinks the prospect "would be interested in."
- \_\_\_\_\_ 360. The recruiter never asks a recruit for referrals.
- \_\_\_\_\_ 361. For all the applicants he sees, the recruiter tries to identify programs and jobs that seem well suited to their individual needs and interests.
- \_\_\_\_\_ 362. The recruiter gives negative feedback to other recruiters about their style of recruiting regardless of their rank or interviewing ability.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

\_\_\_\_\_ 363. When the working day is over the recruiter analyzes what happened during the day, tries to learn from any mistakes, and decides what he can do the next day to do a better job recruiting.

\_\_\_\_\_ 364. In a small town, the chief recruiter had given some erroneous information to a qualified applicant and his father. This local recruiter tried to straighten out the matter, but was told that all recruiters lie. The recruiter got angry and told the family to get out.

\_\_\_\_\_ 365. While the applicant sat at the recruiter's desk, the recruiter called the high school principal and asked about the applicant's math record and how the applicant got along with others.

\_\_\_\_\_ 366. When the recruiter goes to a small town, he drives around in his car rather than going into the businesses or school.

\_\_\_\_\_ 367. This recruiter remained at the office until 8:30 p.m. giving an applicant a test and talking to the applicant's father about the virtues of a Navy career.

\_\_\_\_\_ 368. The only program the recruiter is able to describe fully is his own rating. He loses many prospects consequently.

\_\_\_\_\_ 369. In a remote, two-man station, a recruiter did not communicate or make a time plan with his co-worker.

\_\_\_\_\_ 370. A recruiter told an applicant that he didn't look like a U. S. citizen so the Navy didn't want him.

\_\_\_\_\_ 371. Periodically the recruiter reviews recruitman. He keeps up to date on programs, requirements and any changes.

\_\_\_\_\_ 372. When the applicant failed to pass the short entrance exam, this recruiter told him to buy a math text, read it, and come back in two weeks.

\_\_\_\_\_ 373. When this recruiter learned that an additional high school counselor had been hired, he dropped by to meet with the new counselor and set up an appointment for later to talk about Navy programs.

\_\_\_\_\_ 374. The recruiter seems unaware of the many programs the Navy has to offer. What he does know he has learned from the RINC, zone supervisor, etc.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 375. The recruiter does not personally know any of the counselors or influential people in his community. When he has information for them or needs to communicate with them, he uses the mails.
- \_\_\_\_\_ 376. Before leaving the office after work, this recruiter mapped out his activities for the next day.
- \_\_\_\_\_ 377. A recruiter did not teach his new co-workers about their new job. The new men became discouraged when they consistently failed to make quota.
- \_\_\_\_\_ 378. If the recruiter does not have an answer or can not do something, he does not ask for help.
- \_\_\_\_\_ 379. This recruiter had ill feelings toward the town's other station and did not communicate with it for over two years.
- \_\_\_\_\_ 380. The recruiter makes a point to remember prospects' names. When he sees them he greets them by name.
- \_\_\_\_\_ 381. This recruiter follows a short check list when telling a prospect what he needs to bring for his physical exam.
- \_\_\_\_\_ 382. This recruiter told an applicant about his experience in boot camp. He emphasized the fun he had had with fellow company members and the considerable amount he had learned in classes.
- \_\_\_\_\_ 383. This recruiter told the applicant about the reenlistment benefits--as high as \$15,000 for some rates.
- \_\_\_\_\_ 384. When interviewing a prospect, the recruiter had his feet up on the desk, but this created a very relaxed and comfortable atmosphere.
- \_\_\_\_\_ 385. The recruiter has developed a drinking habit which interferes with his work. On several occasions he has tied up vehicles and caused himself and others to miss appointments.
- \_\_\_\_\_ 386. While talking to a prospect, the recruiter did some paperwork for another case. The prospect got the impression that the recruiter was too busy to talk with him.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 387. The recruiter told various people in the community that he personally disliked being in the Navy and recruiting for the Navy.
- \_\_\_\_\_ 388. The recruiter would talk for three minutes on the phone to each applicant explaining very little but often convincing the prospect to come into the office.
- \_\_\_\_\_ 389. The recruiter is unaware of what programs are available and so is unsure of what he can offer the potential recruit.
- \_\_\_\_\_ 390. Because the recruiter is unaware of a recent change regarding probations, he denies an applicant enlistment.
- \_\_\_\_\_ 391. The recruiter was unable to answer an applicant's question about where the Aviation Technical Schools were located.
- \_\_\_\_\_ 392. The recruiter who was busy and wanted to leave the office told a walk-in prospect to come back later.
- \_\_\_\_\_ 393. The recruiter was interviewing a highly qualified male applicant when a young female prospect came into the office. The recruiter interrupted his interview and started talking with the female.
- \_\_\_\_\_ 394. During a high quota month, a main station support recruiter (YN, PN, or PN(2612)) who did not qualify for SDA would not pitch in to help the field recruiters.
- \_\_\_\_\_ 395. When the recruiter telephones a prospect and learns that he is out, the recruiter generally asks whether the person who did answer is interested in learning about the Navy.
- \_\_\_\_\_ 396. The recruiter sold an applicant on MM and later learned that the applicant was not qualified for that program.
- \_\_\_\_\_ 397. This recruiter warmly wished the applicant good luck in the Navy after the man enlisted.
- \_\_\_\_\_ 398. A recruiter, who was driving a Navy car while intoxicated, was involved in an accident.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 399. A recruiter assisted school counselors by making weekly visits to the high school to explain the ASVAB print-out and related jobs to the students.
- \_\_\_\_\_ 400. The recruiter spends little or no time studying new Navy programs.
- \_\_\_\_\_ 401. When enthusiastic young recruits home from boot camp came into the office, this recruiter failed to utilize them for prospecting with their friends.
- \_\_\_\_\_ 402. The recruiter told an applicant that he was so dumb that he didn't want to talk to him.
- \_\_\_\_\_ 403. When a prospect says he wants to enlist the recruit says, "Now that you've made the right decision, let's do a little bit of paperwork."
- \_\_\_\_\_ 404. The recruiter refers to the other military branches in a derogatory manner and sometimes causes prospects to question his integrity.
- \_\_\_\_\_ 405. While talking to a hostile mother, the recruiter said, "Lady, I'm sure glad you feel that way because if more people felt like that the draft would be back and I wouldn't have to recruit and talk to people like you."
- \_\_\_\_\_ 406. The recruiter answered the applicant's questions in a very brusque way and consequently turned the applicant off.
- \_\_\_\_\_ 407. When a 17-year-old prospect who had not finished school walked into the office, a recruiter encouraged him to enlist without contacting the high school counselor.
- \_\_\_\_\_ 408. When a letter was requested to thank a retired commander for his many helpful efforts, this recruiter sent only a form letter.
- \_\_\_\_\_ 409. The recruiter forgot about a Navy league meeting at which he was expected because he neglected to enter the meeting in his calendar.
- \_\_\_\_\_ 410. The recruiter called a school counselor about a prospect and discovered that the prospect was not mentally well. He then spent considerable time talking with him and his parents about the Navy.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

\_\_\_\_\_ 411. For applicants who were from out of town, the recruiter would schedule appointments with them when he would be in their town.

\_\_\_\_\_ 412. The recruiter didn't replace outdated posters. Once a high school counselor informed the recruiter that an eight-year-old NROTC poster was still on the bulletin board.

\_\_\_\_\_ 413. A parent called and asked how to get in touch with his son. The recruiter merely said, "Call boot camp."

\_\_\_\_\_ 414. This recruiter looked the prospect in the eye and asked, "Won't you feel better if you are doing something for your country?" The recruiter told the prospect that people would look up to him as a member of the armed forces, which impressed this individual.

\_\_\_\_\_ 415. After the applicant had expressed interest in the Navy, this recruiter called him twice per day for a week, asking him to come down to the office.

\_\_\_\_\_ 416. A recruiter always left the office at 1730 even when he needed more prospects to meet his goal.

\_\_\_\_\_ 417. The recruiter spent several hours processing an applicant before he asked about his police record. The applicant did have a police record and the processing had to be terminated.

\_\_\_\_\_ 418. The recruiter got a phone call asking where to find the Marine recruiters. The recruiter gave the phone number and said, "The marines are a fine bunch of guys but if you can't get what you want, try the Navy."

\_\_\_\_\_ 419. Because the recruiter spends so much time completing an applicant case, the station does not always accomplish its quota.

\_\_\_\_\_ 420. A recruiter followed up his NOIC leads on prospects.

\_\_\_\_\_ 421. A recruiter receives ASVAB test scores for a high school senior class. Two persons listed "military" for their plans after high school. Instead of contacting all the persons graduating, the recruiter contacted only the two who intended to enlist.

\_\_\_\_\_ 422. When an applicant asks a question, the recruiter answers it fully no matter how foolish or unimportant it seems to him.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY	LEVEL OF PERFORMANCE	
_____	_____	423. The recruiter suggested and planned a cocktail party for high school counselors in his area.
_____	_____	424. During an interview, a recruiter oversold or "Navied" the applicant's interests.
_____	_____	425. This recruiter told the applicant that if he failed a test in boot camp, he would be given a second chance.
_____	_____	426. A recruiter talked to several applicants at once instead of giving individual interviews.
_____	_____	427. This recruiter told the applicant to call him if he got hassled in boot camp.
_____	_____	428. When going to another town to recruit, the recruiter would go to his office and sit there waiting for prospects to come to him.
_____	_____	429. The recruiter goes over the scheduling of events with an applicant so the applicant knows exactly what is happening and when.
_____	_____	430. When a prospect expressed interest in the storekeeper rate the recruiter first briefly described that rate and went on to other jobs. When the prospect continued to ask questions about the storekeeper job, the recruiter ignored them.
_____	_____	431. When posting "Take-One" posters at gas stations and stores, a recruiter always made new friends and contacts.
_____	_____	432. Occasionally the recruiter takes a career manual home with him and reviews the different jobs the Navy offers and what their civilian counterparts are.
_____	_____	433. A prospect said that his uncle had said that recruiters will tell a person anything in order to sign them up. The recruiter said that he respected the uncle's opinion but that was not the way the Navy operated.
_____	_____	434. When interviewing and meeting people, the recruiter was stern, cold and never smiled. As a result, he shipped only the people who were ready to enlist before they even came into the office.

LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 435. The recruiter does not keep separate files on his applicants which results in confusion.
- \_\_\_\_\_ 436. The recruiter received the name of a prospective re-enlistment from Macon. The recruiter was unable to obtain phone number so he sent a letter to the address given and got a response.
- \_\_\_\_\_ 437. When the applicant's mother met this recruiter for the first time (in front of his house), the recruiter brushed her off and drove away after she started joking with him about some of the applicant's problems.
- \_\_\_\_\_ 438. This recruiter told the prospect to call him collect if he had any questions about the Navy.
- \_\_\_\_\_ 439. While talking to a prospect on the phone the recruiter swore several times and repeatedly referred to several of his sea experiences.
- \_\_\_\_\_ 440. This recruiter discussed "happy hour" and the marching at boot camp, but he said that the nine weeks would go by quickly.
- \_\_\_\_\_ 441. When asked to provide a color guard with one member from each branch of the military, the recruiter said, "Look lady, I'll come for the Navy but you'll have to call the other branches yourself."
- \_\_\_\_\_ 442. Before going to a school, the recruiter calls the guidance counselor to make an appointment and explain what he wants to discuss.
- \_\_\_\_\_ 443. The recruiter asked the high school counselor for students' transcripts, even when they were not required, in order to create acceptable reasons to visit the counselor.
- \_\_\_\_\_ 444. The recruiter frequently uses incorrect forms.
- \_\_\_\_\_ 445. The recruiter knew that December would be a bad recruiting month so he **cached** applicants in June and July for return dates in December.
- \_\_\_\_\_ 446. The recruiter will use any kind of excuse to drive new recruits or applicants around even if he has other more important work to accomplish.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 447. During testing periods or while waiting for a person to arrive for an appointment, the recruiter does paperwork and reads Navy material.
- \_\_\_\_\_ 448. This recruiter told the applicant there were two phrases he would definitely have to learn in boot camp--"yes sir" and "no sir."
- \_\_\_\_\_ 449. This recruiter engaged in small talk for a time before launching into a discussion about the Navy.
- \_\_\_\_\_ 450. Before leaving for an appointment in another town, the recruiter calls to make certain the other person has it on his schedule.
- \_\_\_\_\_ 451. The applicant asked about aviation. So rather than ruin the sale by talking about a field he did not know well, the recruiter asked an airdale who was in the office to talk with the applicant.
- \_\_\_\_\_ 452. The recruiter planned his work a week at a time and revised his schedule when needed.
- \_\_\_\_\_ 453. At the end of the month, instead of using his normal, workable prospecting system, this recruiter always got uptight about making his goal, and started driving around to bowling alleys for prospects.
- \_\_\_\_\_ 454. The recruiter scheduled his appointments so close together that the prospect felt the recruiter was too busy for him.
- \_\_\_\_\_ 455. The recruiter had one applicant return to the office four times in one day because he forgot to have the applicant do something each time.
- \_\_\_\_\_ 456. The recruiter scheduled a month in advance as many activities as he could.
- \_\_\_\_\_ 457. The recruiter picks up hitchhikers; lets them start talking first, and then tries to interest them in the Navy.
- \_\_\_\_\_ 458. The recruiter generally completes his vehicle reports incorrectly.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 459. During the interview the recruiter would ask the applicant why he wanted to join the Navy in order to let him sell himself.
- \_\_\_\_\_ 460. When the recruiter got some new forms he said, "I know what to do with these" and threw them away.
- \_\_\_\_\_ 461. The recruiter didn't update his recruiting manual so he gave out wrong and outdated information.
- \_\_\_\_\_ 462. The recruiter does not always use his appointment book. As a result, he scheduled two appointments at once, one out of the office and one in the office.
- \_\_\_\_\_ 463. The recruiter said to a prospect, "I know you are going to a very good school and are doing well. Being as intelligent as you are I realize you aren't going to make any decisions about your life without first checking all the possibilities." Using this approach the recruiter got an appointment.
- \_\_\_\_\_ 464. The recruiter was always able to provide the correct information for an applicant.
- \_\_\_\_\_ 465. The recruiter did not take advantage of a school day off. Instead, he scheduled a high school applicant for a physical the day before the day off causing the applicant to miss a day of school.
- \_\_\_\_\_ 466. This recruiter pointed out that everything is cheaper on Navy bases than it is on "the economy."
- \_\_\_\_\_ 467. When the recruiter gets a lead, he frequently waits one or two days before following it up.
- \_\_\_\_\_ 468. An applicant failed to qualify for the program he strongly desired. The recruiter was unable to convince the applicant of another program but did persuade him to see the senior classifier.
- \_\_\_\_\_ 469. When a prospect enters the office, the recruiter gets up, introduces himself, and asks if he can help.
- \_\_\_\_\_ 470. A young man wanted a school guarantee program but he lived nine miles from the community college which gave the state GED test. The recruiter volunteered to drive the young man back and forth for the two days.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

## CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 471. Just as he was about to leave the office, the recruiter remembered he neglected to have the applicant complete the forms. The recruiter grabbed a handful of forms and had the applicant fill them out. He didn't give the applicant complete instructions, resulting in a number of errors.
- \_\_\_\_\_ 472. When talking with a prospect the recruiter honestly informs the prospect of the required length of enlistment for the various trades the prospect is interested in.
- \_\_\_\_\_ 473. This recruiter brought a buddy of the applicant along to help recruit. The buddy had just graduated from boot camp and was enthusiastic about the Navy.
- \_\_\_\_\_ 474. The recruiter tends to think that applicants are trying to make themselves look better than they are so he often cuts them off.
- \_\_\_\_\_ 475. The recruiter frequently left work early.
- \_\_\_\_\_ 476. The recruiter develops such a strong bond of friendship between himself and his recruits that when they return from boot camp almost all of them recruit for him.
- \_\_\_\_\_ 477. The recruiter has the persons he has in cache go out and meet people in his area.
- \_\_\_\_\_ 478. The recruiter thought the A-frames, bill boards, and display racks could be improved so he fixed them all, including those that were not his responsibility.
- \_\_\_\_\_ 479. After an applicant is tested and they have discussed the programs, the recruiter says, "Now that we've identified what you're best qualified for and interested in, are you ready to start your Navy career?"
- \_\_\_\_\_ 480. The recruiter counsels all applicants before they ship on the rigors of boot camp, what to expect in terms of homesickness, etc. Many recruits, when home on leave, thank the recruiter for preparing them so well.
- \_\_\_\_\_ 481. An applicant whose test scores qualified him for any area said that he wanted the clerical field. Without any discussion the recruiter shipped the recruit as clerical.

LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 482. When a prospect calls on the telephone the recruiter is polite, answers all questions, and tries to arrange an appointment.
- \_\_\_\_\_ 483. The recruiter does not ask an applicant enough questions to find out exactly what the applicant wants.
- \_\_\_\_\_ 484. When an applicant does not qualify for the program he is interested in, the recruiter immediately tries to sell the applicant another related program for which he is qualified.
- \_\_\_\_\_ 485. When the opportunity arises, the recruiter relates some of his own exciting experiences while in the Navy.
- \_\_\_\_\_ 486. When he had an applicant who had formerly lived in an out-of-state group home, this recruiter personally made and paid for two trips out-of-state to get consent papers and an SDL physical report, and located the applicant's social security number so that enlistment was possible.
- \_\_\_\_\_ 487. Because no one told him what to do the recruiter played cards for 2 1/2 hours.
- \_\_\_\_\_ 488. The recruiter goes into areas of high unemployment in order to make contacts.
- \_\_\_\_\_ 489. This recruiter said that he thought everyone should go through boot camp sometime to "learn a little discipline."
- \_\_\_\_\_ 490. The recruiter reads many books on sales, advertising, and marketing and rereads some of them.
- \_\_\_\_\_ 491. The recruiter communicates well with various groups of people and people of all ages.
- \_\_\_\_\_ 492. When selling the Navy, this recruiter mumbles his words and frequently needs to repeat what he said.
- \_\_\_\_\_ 493. Each day the recruiter sat in his office drinking coffee and smoking, waiting for prospects to come to him even though few were visiting his office.
- \_\_\_\_\_ 494. The recruiter kept the high school counselor up to date on all Navy programs and jobs.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

\_\_\_\_\_ 495. The recruiter was honest about what boot camp was like about it otherwise.

\_\_\_\_\_ 496. The prospect walked into this recruiter's office while the applicant an apple and asked what fields he was interested in.

\_\_\_\_\_ 497. A recruiter reorganized office procedures and made a relations and production.

\_\_\_\_\_ 498. When the recruiter learned that the applicant had Navy would be a good way to earn enough money to buy a car. The applicant was convinced and enlisted.

\_\_\_\_\_ 499. During the interview the recruiter said to the applicant, "I'll try to get you the school you want but frankly it probably won't be open for another three months so why don't you take your second choice and leave now."

\_\_\_\_\_ 500. The recruiter is aware of his scheduled events well in plans, such as informing publicity what he will need and follows up, making sure that everything is ready.

\_\_\_\_\_ 501. The recruiter told applicants' parents what their sons or daughters would be doing in recruit training and what they should expect.

\_\_\_\_\_ 502. The recruiter sells prospects on the Navy and lets the classifiers sell the applicants on a specific school or program.

\_\_\_\_\_ 503. The recruiter keeps updated records on all his applicants and starts each day with a basic plan.

\_\_\_\_\_ 504. Although he gave himself credit when his station met its monthly goal, this recruiter blamed his fellow recruiters when the station had a bad month.

\_\_\_\_\_ 505. The recruiter wanted an applicant to enlist in a six alternatives when the applicant expressed misgivings about committing himself for so long.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY	LEVEL OF PERFORMANCE	
_____	_____	506. The recruiter is up to date on the Career Guide book.
_____	_____	507. The recruiter got up at 5:00 a.m. and drove 56 miles to pick up an applicant and take him to a bus station so he wouldn't have a four hour lay-over between buses.
_____	_____	508. The recruiter goes to sports functions to meet prospects and then sets up appointments with them.
_____	_____	509. Before going on leave the recruiter completed all his paper work so that would-be applicants could be shipped on schedule.
_____	_____	510. The recruiter has photographs of the places he personally has been to show applicants.
_____	_____	511. The recruiter explained the various educational possibilities to a highly qualified applicant who was interested in furthering his education.
_____	_____	512. The recruiter failed to return a call from a recruit's parents. She was very upset and told her friends. The poor relationships between those persons and the recruiting station which resulted has hurt recruiting in that area.
_____	_____	513. A recruiter used his own time to help in community projects, and thus, helped maintain a good Navy image.
_____	_____	514. After the recruit was signed up and in cache pool, the recruiter handed him six business cards and said, "Give these to your friends who feel like we do and if three of them enlist you can start your Navy career as an E2 at \$380 per month rather than as an E1 at \$344 per month."
_____	_____	515. While interviewing an applicant the recruiter got a phone call. The recruiter answered it and said he was in the middle of an important interview; could he call back later.
_____	_____	516. The recruiter entered a high school and demanded that the guidance counselor give him a list of the seniors.
_____	_____	517. In a town where a PT0 is open one day a week, the recruiter schedules appointments for prospects from that town with whichever recruiter will be manning the PT0 in order to use their time efficiently.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 518. An applicant was disqualified because of drug use. The recruiter told the applicant that he was "not presently qualified" rather than telling him he had been rejected. Later when the Navy changed its policy about drug usage, the recruiter contacted the applicant and signed him up.
- \_\_\_\_\_ 519. When the potential recruit said that he was ready to enlist, the recruiter ended his sales presentation and started the man on his paper work.
- \_\_\_\_\_ 520. The recruiter knows where most of the Navy schools are located.
- \_\_\_\_\_ 521. The recruiter said to an applicant that he probably wouldn't qualify because he had gone to such a low quality school.
- \_\_\_\_\_ 522. When the recruiter approached a new prospect, he invariably said, "What's happening Dude?"
- \_\_\_\_\_ 523. If he needs to go to AFEES or the main station, the recruiter arranges to meet with people along the route also.
- \_\_\_\_\_ 524. When an applicant only qualifies for one program, the recruiter tries to convey to the applicant that it is a desirable program.
- \_\_\_\_\_ 525. The recruiter called a prospect on the phone and told him the only way he'd be sure of getting a job would be to join the Navy.
- \_\_\_\_\_ 526. After a person enlists, the recruiter calls the recruit's parents and describes the job the recruit selected and tells them about Navy life and benefits.
- \_\_\_\_\_ 527. The recruiter avoids going into detail about boot camp until after the prospect signs up. Then, he lays it on the line and tells the recruit what to expect.
- \_\_\_\_\_ 528. The recruiter developed a close relationship with a father and son. The son brought several of his friends in who were interested in hearing about the Navy.
- \_\_\_\_\_ 529. Immediately after signing up an applicant, this recruiter told him that the first few weeks of boot camp would not be easy.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 530. This recruiter sent the applicant a number of brochures about the Navy after he had requested them through the mail.
- \_\_\_\_\_ 531. A recruiter spent time each day with his co-workers in analyzing their telephone techniques so that they were able to increase the number of appointments with prospects.
- \_\_\_\_\_ 532. The recruiter is unable to talk with people who score higher than he on the tests. When he learns their test scores are higher, he turns red, flounders in his presentation, and often needs to ask another recruiter to complete the enlistment process.
- \_\_\_\_\_ 533. Sometimes the recruiter does not complete all the necessary paperwork for an applicant.
- \_\_\_\_\_ 534. When the number of enlistments dropped, a recruiter planned a picnic, ball game, and tour of the air base for Navy CACHE Program people, and fourteen of the fifteen participants later enlisted.
- \_\_\_\_\_ 535. If a prospect is talking and the recruiter has something he wants to say, the recruiter will interrupt the prospect.
- \_\_\_\_\_ 536. A recruiter learned that some prospects felt another recruiter in the office was hard to talk to but he did not tell the other recruiter.
- \_\_\_\_\_ 537. The recruiter treated prospects as though they were commodities. He was cold, aloof, and authoritarian with them.
- \_\_\_\_\_ 538. A potential recruit said he very much was interested in an engineering job. However, the recruiter went on describing other unrelated jobs even though the young man was qualified for engineering rates.
- \_\_\_\_\_ 539. During the initial interview, the applicant said he had used drugs, but the recruiter did not pick it up. The recruiter sold the applicant on being an HM. Unfortunately HM had no MJ waiver at that time and the applicant was lost.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 540. If an applicant asked about a certain job and the recruiter wasn't positive about the answer, the recruiter looked up the information immediately and answered the applicant's questions.
- \_\_\_\_\_ 541. The recruiter learned in his interview that the applicant didn't get along too well with his family, and he used this information to suggest that the applicant might prefer to sign up for a three-year tour instead of having a long reserve commitment.
- \_\_\_\_\_ 542. This recruiter tries to do too many processing kits at one time.
- \_\_\_\_\_ 543. This recruiter showed the prospect that he would be making almost as much in the Navy (demolition) as he had in civilian life on a similar job, and that all the extra Navy benefits made the Navy job much more attractive.
- \_\_\_\_\_ 544. A fellow came into the office and requested some NROTC information. The recruiter was unfamiliar with the program so he told him to see a high school counselor.
- \_\_\_\_\_ 545. After an applicant decided to enlist, the recruiter tossed him a pen and told him to start signing the papers which he flipped to him one at a time.
- \_\_\_\_\_ 546. A recruiter scheduled his paper work during the mornings so that he was free to talk with applicants during the more productive afternoon and evening hours.
- \_\_\_\_\_ 547. When the phone rings the recruiter answers with "Hello, may I help you?" but does not identify himself or the organization.
- \_\_\_\_\_ 548. A recruiter never took the opportunity of participating in the local high school's career days.
- \_\_\_\_\_ 549. This recruiter wished the applicant good luck at boot camp and said, "As soon as you get back from boot camp, give me a call or stop by to tell me how you are doing."
- \_\_\_\_\_ 550. One school in the recruiter's area does not give out lists of their students. The recruiter had one of the graduates of that school with whom he was working bring in his yearbook and commencement program thereby making his own list.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY LEVEL OF PERFORMANCE

- \_\_\_\_\_ 551. The recruiter volunteered to get a color guard for the parade in his community.
- \_\_\_\_\_ 552. The recruiter accurately describes life in the Navy. Recruits appreciate his style and honesty so much that many of them come in and thank him when they are home on leave.
- \_\_\_\_\_ 553. The recruiter ignored an applicant because he was unkept in his appearance.
- \_\_\_\_\_ 554. A recruiter records his appointments, physicals, tests, and special events on his calendar.
- \_\_\_\_\_ 555. When the RINC had scheduled an appointment for a recruiter at a prospect's house, the recruiter changed the date of the appointment to suit his own schedule, and lost out on the prospect.
- \_\_\_\_\_ 556. The recruiter gives the parents of applicants his business card with his home phone number on the back and tells them to feel free to call him at any time.
- \_\_\_\_\_ 557. The recruiter only recruited certain types of people and then sold only his favorite program, ignoring the needs of the Navy.
- \_\_\_\_\_ 558. Before learning of his school counselor's schedules, the recruiter scheduled team for a high school recruiter trip. He then contacted the counselors and found that only one of the four could go.
- \_\_\_\_\_ 559. This recruiter told the applicant that there had been quite a number of fires on the carrier to which he had been assigned.
- \_\_\_\_\_ 560. A recruiter telephoned recruits' families weekly to see how they were doing, and thus, received many excellent referrals.
- \_\_\_\_\_ 561. When a young man enters the office, the recruiter greets him and gives him the information requested.
- \_\_\_\_\_ 562. This recruiter was secretive even to the extent of not answering his telephone when a co-worker was in the office.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF  
PERFORMANCE

\_\_\_\_\_ 563. Because the prospect was attending college, the  
recruiter told the prospect about the Navy's education  
programs.

\_\_\_\_\_ 564. During the recruiter's interviews with applicants, long  
uncomfortable pauses are frequent.

\_\_\_\_\_ 565. When the applicant expressed interest in living off base  
after joining the Navy, this recruiter assured the  
applicant that he could after finishing boot camp.

\_\_\_\_\_ 566. Frequently the recruiter does not fill out the "Record  
of Personal History" form completely. The form is  
returned to him, delaying the enlistment process.

\_\_\_\_\_ 567. The recruiter is not concerned when the station does  
not make quota even when he was a major reason for their  
failure to attain quota. He depends upon "group guilt" to keep from being singled out.



# Listing of Items by Proportion of Endorsement in Each Category

## San Diego Data

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
1	9	6.000	1.826	556*	000	000	111	000	222	000	000	111
2	9	5.778	1.397	889*	000	000	111	000	000	000	000	000
3	9	4.667	.667	000	000	000	000	000	000	000	889*	111
4	9	6.333	1.414	222	000	000	333	000	444	000	000	000
5	9	5.778	1.315	000	000	000	000	000	1000*	000	000	000
6	9	6.556	1.343	000	000	000	000	000	000	111	000	889*
7	8	2.125	.927	000	000	250	000	625*	125	000	000	000
8	9	4.000	1.054	000	000	000	333	000	667*	000	000	000
9	9	5.444	1.892	556*	000	000	222	222	000	000	000	000
10	9	1.889	.737	000	111	000	667*	000	222	000	000	000
11	8	2.625	1.218	500	000	000	250	250	000	000	000	000
12	8	6.250	1.639	000	000	000	000	000	000	000	000	1000*
13	9	5.778	1.474	000	1000*	000	000	000	000	000	000	000
14	9	7.000	1.414	111	000	000	111	222	111	000	000	444
15	9	7.333	1.054	000	000	000	000	778*	000	000	000	222
16	9	7.111	1.853	000	000	000	000	111	000	000	000	889*
17	9	5.000	.471	000	000	000	1000*	000	000	000	000	000
18	8	3.375	1.218	000	000	000	500	000	500	000	000	000
19	8	1.500	.707	125	000	125	500	125	125	000	000	000
20	9	5.444	1.257	000	000	000	556*	000	444	000	000	000
21	9	6.333	1.247	667*	000	000	111	111	111	000	000	000
22	8	5.500	1.118	000	250	000	250	000	500	000	000	000
23	8	2.875	2.421	000	500	125	375	000	000	000	000	000
24	8	2.250	.968	1000*	000	000	000	000	000	000	000	000
25	9	6.444	1.771	1000*	000	000	000	000	000	000	000	000
26	8	2.125	1.053	000	000	375	625*	000	000	000	000	000
27	8	1.625	.857	000	000	625*	250	000	125	000	000	000
28	9	2.667	2.357	778*	000	000	000	222	000	000	000	000
29	9	5.889	2.025	000	000	000	111	000	889*	000	000	000
30	8	2.750	1.561	625*	000	000	000	250	000	125	000	000
31	8	2.000	.707	000	000	250	375	000	375	000	000	000
32	9	6.444	1.771	000	000	333	000	000	667*	000	000	000
33	9	6.444	1.641	000	000	000	000	111	000	889*	000	000
34	9	6.444	1.257	000	000	000	000	000	111	111	000	778*
35	9	6.000	1.764	444	000	000	000	000	000	111	000	444
36	9	6.667	1.764	1000*	000	000	000	000	000	000	000	000
37	9	6.111	1.370	000	000	000	000	000	000	889*	000	111
38	8	1.875	1.615	000	000	000	000	625*	000	375	000	000
39	9	3.778	2.043	000	000	111	778*	000	111	000	000	000
40	9	7.222	1.548	000	000	000	000	667*	000	222	000	111
41	8	5.750	1.090	000	125	000	000	000	000	875*	000	000
42	9	5.667	1.764	000	000	000	111	000	000	000	889*	000
43	9	7.667	1.414	000	667*	111	222	000	000	000	000	000
44	9	5.667	1.633	000	000	000	000	000	000	000	1000*	000
45	8	2.250	.829	000	000	000	000	000	000	375	000	625*
46	9	6.222	1.133	000	000	000	000	1000*	000	000	000	000
47	9	5.000	1.826	000	000	000	111	000	889*	000	000	000
48	9	6.111	1.370	000	000	000	111	444	444	000	000	000
49	8	6.000	1.732	000	000	000	000	000	000	000	1000*	000
50	9	5.444	1.641	000	000	000	000	000	000	000	667*	333

Decimal points on proportions omitted

Asterisks indicate dimensions of classification



## San Diego

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
51	9	5.667	.816	000	111	111	000	000	000	000	000	778*
52	9	6.667	2.055	000	000	000	000	000	000	889*	111	000
53	9	6.111	2.643	000	111	000	111	000	111	000	000	667*
54	9	3.222	2.485	000	000	000	222	000	778*	000	000	000
55	9	6.000	1.054	000	000	667*	000	111	222	000	000	000
56	9	5.000	1.247	000	111	333	222	000	333	000	000	000
57	9	5.556	1.257	000	000	556*	111	000	333	000	000	000
58	9	7.000	1.414	000	000	000	000	000	000	889*	111	000
59	9	7.111	1.663	111	000	000	222	000	000	111	000	556*
60	9	2.333	.943	333	111	111	444	000	000	000	000	000
61	9	7.000	1.700	000	111	000	111	556*	222	000	000	000
62	8	6.875	1.364	000	750*	000	000	000	000	000	000	250
63	8	6.500	1.936	000	000	000	000	000	000	875*	000	125
64	8	2.375	1.409	000	875*	125	000	000	000	000	000	000
65	9	7.333	1.247	000	000	000	000	778*	000	000	000	222
66	8	2.375	2.497	000	000	000	125	000	875*	000	000	000
67	9	7.556	1.707	000	000	000	000	778*	111	000	000	111
68	9	7.000	1.491	556*	111	000	222	000	000	000	000	111
69	8	1.250	.433	000	000	000	000	000	000	000	000	1000*
70	9	7.000	1.491	000	111	000	000	000	000	111	667*	111
71	8	1.000	0.000	000	000	000	000	1000*	000	000	000	000
72	8	7.000	1.658	125	000	000	000	750*	125	000	000	000
73	9	6.333	2.211	000	000	000	000	889*	000	111	000	000
74	8	5.250	2.046	000	000	125	000	625*	000	250	000	000
75	8	3.875	.781	000	125	125	125	000	625*	000	000	000
76	7	1.571	.495	571*	143	000	286	000	000	000	000	000
77	7	1.429	.728	000	429	286	286	000	000	000	000	000
78	8	5.125	2.088	000	000	500	125	000	375	000	000	000
79	8	5.875	2.260	000	125	250	000	000	125	375	125	000
80	9	6.778	2.043	000	1000*	000	000	000	000	000	000	000
81	9	5.333	1.700	000	000	000	000	000	000	222	000	778*
82	8	5.125	2.571	375	000	000	000	625*	000	000	000	000
83	9	4.111	1.595	000	000	222	444	000	222	000	111	000
84	8	2.625	1.218	000	000	000	000	000	000	1000*	000	000
85	9	4.778	1.548	000	000	111	000	000	667*	000	000	222
86	9	6.333	1.764	000	000	000	111	000	000	000	889*	000
87	8	6.625	1.932	000	375	000	000	000	125	125	000	375
88	9	5.889	1.728	000	222	000	000	000	000	000	778*	000
89	9	6.556	1.423	333	111	000	000	333	222	000	000	000
90	9	5.333	1.633	000	111	000	444	000	444	000	000	000
91	9	6.667	1.700	1000*	000	000	000	000	000	000	000	000
92	9	7.222	1.397	000	000	556*	000	444	000	000	000	000
93	9	5.667	1.944	000	000	000	000	111	000	000	889*	000
94	9	7.556	1.571	000	000	000	000	111	000	000	000	889*
95	9	6.667	2.108	778*	000	000	111	000	000	000	000	111
96	8	2.375	1.317	000	125	000	000	000	000	500	000	375
97	9	6.667	2.261	000	000	000	000	444	000	000	000	556*
98	9	2.667	1.333	000	000	000	111	222	667*	000	000	000
99	9	1.778	1.030	000	000	667*	000	000	000	333	000	000
100	9	5.556	2.499	000	000	111	556*	000	222	111	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
----	---	-----	-----	----	----	----	----	----	----	----	----	----
101	8	2.875	1.691	000	000	000	000	000	000	1000*	000	000
102	8	2.000	1.118	000	125	500	000	000	250	125	000	000
103	9	2.444	1.571	667*	000	000	111	222	000	000	000	000
104	9	5.111	2.183	000	000	000	000	000	1000*	000	000	000
105	9	7.111	1.912	667*	000	000	111	000	000	111	111	000
106	9	5.667	1.054	778*	000	000	000	222	000	000	000	000
107	8	6.750	2.046	625*	000	000	000	375	000	000	000	000
108	8	5.500	1.658	000	500	000	000	125	375	000	000	000
109	8	1.625	.992	000	000	000	000	000	625*	000	375	000
110	9	5.556	1.892	000	000	000	667*	000	333	000	000	000
111	8	2.125	1.166	000	000	000	000	000	1000*	000	000	000
112	8	1.625	1.111	000	000	000	000	000	000	1000*	000	000
113	9	5.667	1.633	778*	000	000	222	000	000	000	000	000
114	8	2.750	1.479	000	000	000	875*	000	125	000	000	000
115	8	1.625	.696	000	000	000	000	000	000	125	875*	000
116	8	1.250	.661	000	000	000	000	1000*	000	000	000	000
117	9	7.111	1.728	000	000	000	000	667*	333	000	000	000
118	8	1.000	0.000	375	000	125	000	125	125	000	000	250
119	9	8.222	1.030	000	000	000	000	000	000	000	1000*	000
120	9	5.000	2.055	000	000	222	444	000	333	000	000	000
121	9	4.111	1.792	000	556*	444	000	000	000	000	000	000
122	9	4.111	2.558	000	111	000	111	000	111	000	000	667*
123	8	1.875	.781	000	000	000	000	000	000	625*	375	000
124	9	5.333	2.357	000	000	000	000	000	000	1000*	000	000
125	9	4.667	1.247	000	000	000	000	000	1000*	000	000	000
126	9	7.000	1.764	000	000	222	222	000	556*	000	000	000
127	8	1.125	.331	000	750*	000	125	000	000	125	000	000
128	8	2.875	1.364	000	250	000	000	000	750*	000	000	000
129	9	5.889	2.233	000	000	000	000	889*	000	111	000	000
130	8	3.375	2.342	000	375	000	000	000	125	125	000	375
131	9	5.444	1.832	111	000	000	000	222	000	000	222	444
132	8	4.250	2.107	000	000	000	000	000	000	1000*	000	000
133	9	7.000	1.155	000	000	000	000	000	444	000	000	556*
134	9	4.222	1.548	000	000	000	444	000	556*	000	000	000
135	9	6.556	1.832	000	000	333	333	000	333	000	000	000
136	9	6.667	1.826	778*	000	000	111	111	000	000	000	000
137	8	3.000	2.500	000	000	125	250	125	500	000	000	000
138	9	1.889	1.197	000	000	333	444	000	111	111	000	000
139	9	7.000	1.633	111	000	000	000	000	000	889*	000	000
140	9	5.556	1.571	000	444	444	111	000	000	000	000	000
141	9	3.556	1.343	000	000	333	111	000	556*	000	000	000
142	8	1.000	0.000	000	125	000	000	000	000	000	000	875*
143	7	2.571	.904	000	143	000	000	143	714*	000	000	000
144	8	2.125	.599	875*	000	000	000	000	000	000	000	125
145	9	3.889	1.792	000	778*	111	111	000	000	000	000	000
146	8	3.125	.927	000	125	000	125	000	750*	000	000	000
147	9	7.000	2.539	111	000	000	111	000	000	111	000	667*
148	8	1.375	.484	625*	000	000	000	375	000	000	000	000
149	9	5.667	1.764	111	444	000	111	111	111	000	000	111
150	8	2.750	2.487	375	375	000	000	000	000	000	000	250

Decimal points on proportions omitted

Asterisks indicate dimensions of classification



ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
151	9	6.667	1.563	889*	000	000	111	000	000	000	000	000
152	9	5.111	2.079	000	000	000	111	000	889*	000	000	000
153	9	6.333	1.155	000	000	111	778*	000	111	000	000	000
154	9	5.778	1.474	222	000	111	000	111	556*	000	000	000
155	8	5.750	2.817	000	125	000	250	125	000	000	000	500
156	7	4.571	1.917	000	000	000	000	000	1000*	000	000	000
157	9	5.778	1.548	000	222	000	000	000	000	111	000	667*
158	9	6.000	1.633	000	333	111	111	000	111	000	000	333
159	8	2.250	.829	125	000	000	000	000	000	750*	125	000
160	9	5.778	1.685	000	000	000	000	000	000	1000*	000	000
161	9	5.778	1.548	000	000	111	556*	000	333	000	000	000
162	9	6.333	1.700	000	000	000	111	778*	111	000	000	000
163	9	6.222	1.548	222	000	111	000	667*	000	000	000	000
164	9	6.000	1.886	000	667*	111	222	000	000	000	000	000
165	8	2.625	1.654	000	000	375	500	000	125	000	000	000
166	9	6.222	1.548	111	000	778*	111	000	000	000	000	000
167	8	1.750	.829	875*	000	000	000	000	000	125	000	000
168	9	6.000	1.826	000	000	000	000	000	000	000	1000*	000
169	9	6.556	1.423	000	1000*	000	000	000	000	000	000	000
170	8	2.125	1.615	000	000	000	000	000	000	1000*	000	000
171	9	5.333	1.414	000	000	667*	000	000	000	222	111	000
172	8	1.625	.484	000	000	375	500	000	125	000	000	000
173	9	5.667	1.054	000	000	778*	111	000	111	000	000	000
174	9	5.778	1.397	111	000	000	000	889*	000	000	000	000
175	9	4.111	.875	000	111	333	444	111	000	000	000	000
176	9	3.222	1.474	889*	000	000	000	111	000	000	000	000
177	9	6.000	1.944	000	000	000	000	000	000	000	1000*	000
178	9	4.000	1.886	000	000	111	778*	000	111	000	000	000
179	9	3.333	1.633	000	000	000	000	000	000	000	1000*	000
180	9	2.889	1.595	000	000	444	333	000	222	000	000	000
181	9	2.444	1.257	000	000	222	000	000	667*	000	111	000
182	9	6.222	1.618	1000*	000	000	000	000	000	000	000	000
183	9	4.778	1.685	889*	000	000	000	000	000	000	111	000
184	8	2.500	.866	500	000	125	000	375	000	000	000	000
185	9	5.667	1.247	000	889*	000	111	000	000	000	000	000
186	9	6.556	1.257	000	000	111	000	889*	000	000	000	000
187	8	2.125	1.269	000	1000*	000	000	000	000	000	000	000
188	8	4.875	1.536	000	000	875*	000	000	000	125	000	000
189	9	6.000	1.563	000	000	000	000	889*	111	000	000	000
190	9	6.333	1.333	111	222	000	556*	000	111	000	000	000
191	8	1.375	.484	750*	000	125	125	000	000	000	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
---	---	---	---	---	---	---	---	---	---	---	---	---
192	8	1.875	.781	000	000	000	000	000	000	125	000	875*
193	8	6.375	.857	000	125	000	000	250	000	000	000	625*
194	7	1.286	.452	143	000	000	000	857*	000	000	000	000
195	8	1.625	.857	000	000	000	125	000	875*	000	000	000
196	8	1.625	.696	000	000	625*	250	000	125	000	000	000
197	8	1.875	1.053	500	000	000	250	125	000	125	000	000
198	8	1.750	.829	750*	000	000	125	000	000	125	000	000
199	7	6.143	1.884	143	286	000	000	571*	000	000	000	000
200	8	1.750	.968	625*	000	000	375	000	000	000	000	000
201	8	1.625	1.317	500	125	000	250	000	000	125	000	000
202	7	5.714	2.373	143	000	000	000	000	000	000	000	857*
203	7	7.857	1.457	714*	000	000	000	000	000	000	000	286
204	7	2.429	1.400	000	286	000	000	000	714*	000	000	000
205	7	5.429	2.441	714*	000	000	286	000	000	000	000	000
206	7	2.857	.990	000	429	143	143	000	000	143	000	143
207	7	7.429	1.990	143	000	000	000	857*	000	000	000	000
208	7	7.714	1.385	000	000	000	000	857*	000	000	000	143
209	7	2.143	2.030	000	429	000	286	000	000	000	000	286
210	6	1.833	.898	000	000	000	167	000	000	000	667*	167
211	6	2.333	1.247	000	000	000	000	000	167	833*	000	000
212	6	2.667	1.795	333	000	000	500	000	167	000	000	000
213	6	5.167	2.034	167	000	000	167	000	667*	000	000	000
214	6	6.167	1.675	000	000	000	000	000	000	000	1000*	000
215	6	4.333	1.599	333	333	000	333	000	000	000	000	000
216	6	2.500	1.118	000	167	000	000	000	667*	167	000	000
217	6	4.500	.764	000	000	000	167	000	833*	000	000	000
218	6	2.167	1.344	000	333	167	000	000	000	000	500	000
219	6	6.333	1.972	000	000	000	000	1000*	000	000	000	000
220	6	5.500	1.258	000	667*	000	167	000	000	000	000	167
221	6	7.667	1.599	000	000	000	000	333	000	167	000	500
222	6	5.167	.898	000	000	000	000	000	833*	000	167	000
223	6	6.167	1.675	667*	000	000	000	333	000	000	000	000
224	6	6.500	2.141	000	000	167	333	167	167	000	000	167
225	6	6.167	1.772	000	000	000	000	000	1000*	000	000	000
226	6	1.667	.745	333	000	000	000	000	000	000	167	500
227	6	1.167	.373	000	167	167	333	167	167	000	000	000
228	6	2.333	1.247	000	333	000	500	000	000	000	000	167
229	6	6.000	1.826	000	000	000	000	667*	000	000	167	167
230	6	6.833	1.462	000	000	000	000	833*	000	000	000	167
231	6	5.167	.687	000	000	000	000	000	000	1000*	000	000
232	6	2.167	2.192	167	000	000	000	000	000	167	667*	000
233	6	5.667	2.427	000	833*	000	167	000	000	000	000	000
234	6	2.333	.943	000	000	333	500	000	167	000	000	000
235	6	1.833	.898	1000*	000	000	000	000	000	000	000	000
236	6	1.500	1.118	167	167	000	667*	000	000	000	000	000
237	6	6.167	1.675	000	333	000	000	000	000	000	000	667*
238	6	1.833	1.462	333	333	167	167	000	000	000	000	000
239	6	6.000	1.915	333	167	167	333	000	000	000	000	000
240	5	6.400	1.497	200	400	000	400	000	000	000	000	000
241	6	3.333	1.491	167	167	000	000	000	000	667*	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification



ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
242	6	4.667	1.374	000	000	000	000	000	167	667*	167	000
243	6	5.333	1.886	167	667*	000	167	000	000	000	000	000
244	6	5.500	1.607	000	167	000	000	500	000	000	167	167
245	6	2.667	1.599	000	167	333	333	000	167	000	000	000
246	6	6.000	1.414	000	000	000	000	167	500	333	000	000
247	6	6.333	1.247	000	167	000	167	000	500	000	000	167
248	6	2.000	2.236	833*	000	000	167	000	000	000	000	000
249	6	7.333	1.491	000	000	000	167	000	000	167	667*	000
250	6	2.167	2.192	000	000	000	000	833*	167	000	000	000
251	6	7.000	1.633	000	000	000	000	000	000	1000*	000	000
252	6	7.000	1.528	000	000	333	000	500	000	000	000	167
253	6	2.833	2.478	667*	333	000	000	000	000	000	000	000
254	6	6.667	3.091	000	000	000	000	667*	000	000	000	333
255	6	2.500	2.930	000	000	000	000	000	1000*	000	000	000
256	6	2.667	2.867	000	000	000	000	1000*	000	000	000	000
257	6	2.833	2.478	000	333	000	000	167	500	000	000	000
258	6	6.500	2.062	000	667*	000	000	000	000	000	000	333
259	6	6.667	2.867	000	000	000	000	833*	000	000	000	167
260	6	5.000	3.055	000	000	167	167	000	000	000	333	333
261	6	6.333	1.795	000	000	000	000	000	000	833*	167	000
262	6	6.500	1.607	000	000	000	000	1000*	000	000	000	000
263	6	3.000	2.380	000	000	000	000	000	000	1000*	000	000
264	6	5.667	2.560	000	000	000	000	167	000	167	000	667*
265	6	6.500	1.708	000	667*	000	167	167	000	000	000	000
266	6	7.000	1.414	000	167	500	167	000	167	000	000	000
267	6	4.333	1.972	000	000	167	000	000	833*	000	000	000
268	6	4.500	2.141	000	000	000	000	000	000	500	500	000
269	6	8.500	.764	167	667*	000	000	167	000	000	000	000
270	6	4.000	2.160	667*	000	000	167	167	000	000	000	000
271	6	2.833	2.034	000	000	000	000	000	000	500	500	000
272	7	7.000	2.619	143	000	000	000	714*	000	000	000	143
273	7	2.571	2.321	143	429	429	000	000	000	000	000	000
274	7	1.000	0.000	000	000	000	000	857*	000	000	143	000
275	7	4.571	1.761	286	000	000	000	714*	000	000	000	000
276	7	2.429	2.382	286	000	000	000	000	000	714*	000	000
277	7	2.000	2.449	143	000	000	000	857*	000	000	000	000
278	7	4.429	2.382	000	000	143	000	000	000	000	857*	000
279	7	6.571	1.761	000	000	000	143	000	000	857*	000	000
280	7	2.429	1.678	143	000	000	000	714*	000	000	000	143
281	7	6.286	1.578	286	286	000	143	286	000	000	000	000
282	7	7.000	1.604	857*	000	000	000	143	000	000	000	000
283	7	2.429	1.990	000	000	000	000	143	000	286	429	143
284	7	5.857	1.125	000	000	000	000	1000*	000	000	000	000
285	7	4.857	1.245	000	000	571*	429	000	000	000	000	000
286	7	2.571	2.441	000	000	000	000	000	714*	143	143	000
287	7	6.429	1.498	000	143	429	000	000	000	429	000	000
288	7	5.857	1.457	000	000	143	571*	000	286	000	000	000
289	7	6.857	1.457	000	000	000	714*	143	000	000	000	143
290	7	6.571	1.498	000	000	143	000	857*	000	000	000	000
291	7	2.286	2.763	143	143	000	000	000	000	000	000	714*

Decimal points on proportions omitted  
Asterisks indicate dimensions of classification



ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
292	7	2.286	2.373	000	000	000	000	857*	000	000	143	000
293	7	7.429	1.294	000	143	000	000	000	000	000	000	857*
294	7	7.143	1.959	143	000	000	000	429	429	000	000	000
295	7	2.429	2.718	143	000	000	000	857*	000	000	000	000
296	8	3.375	1.728	000	000	000	000	000	875*	125	000	000
297	8	4.125	2.934	000	000	000	125	000	875*	000	000	000
298	8	7.625	1.654	625*	000	000	000	000	250	000	125	000
299	8	6.125	1.615	375	000	000	000	375	125	000	125	000
300	8	5.125	2.204	125	500	000	250	000	125	000	000	000
301	8	2.625	2.288	125	000	000	125	000	000	000	000	750*
302	8	6.625	1.495	250	000	000	125	000	250	250	000	125
303	8	6.125	2.147	000	250	375	375	000	000	000	000	000
304	8	6.875	1.763	000	000	125	000	875*	000	000	000	000
305	8	2.125	1.364	000	000	000	000	000	000	000	875*	125
306	8	2.000	1.936	000	000	000	000	125	000	000	875*	000
307	8	2.250	1.984	625*	000	000	000	375	000	000	000	000
308	8	2.125	1.965	000	000	000	000	750*	000	000	000	250
309	8	1.875	1.691	625*	000	000	000	000	250	000	125	000
310	8	7.875	1.364	125	000	000	000	750*	125	000	000	000
311	7	3.571	1.761	000	000	429	286	000	286	000	000	000
312	8	6.500	1.871	000	000	000	625*	000	375	000	000	000
313	8	5.875	1.364	000	125	250	000	000	000	125	000	500
314	7	2.429	2.060	000	286	286	143	000	286	000	000	000
315	8	3.625	2.233	000	000	000	125	000	875*	000	000	000
316	8	6.375	1.218	125	000	000	000	875*	000	000	000	000
317	8	2.500	1.658	000	125	125	125	000	625*	000	000	000
318	8	6.500	1.118	000	000	000	000	000	000	000	875*	125
319	8	4.750	2.905	000	000	000	000	000	000	750*	250	000
320	8	1.875	1.615	000	375	375	250	000	000	000	000	000
321	8	2.125	1.364	000	500	000	500	000	000	000	000	000
322	8	4.875	1.615	000	125	000	000	000	000	250	125	500
323	8	4.000	1.323	000	000	000	000	000	1000*	000	000	000
324	8	6.000	1.936	000	000	000	000	1000*	000	000	000	000
325	7	6.286	1.666	000	000	000	000	1000*	000	000	000	000
326	8	4.875	1.364	000	000	000	750*	000	250	000	000	000
327	7	5.571	2.665	000	000	000	143	000	000	000	143	714*
328	8	6.625	1.409	000	000	000	000	000	000	000	125	875*
329	8	6.375	1.867	000	875*	000	000	125	000	000	000	000
330	8	5.500	.707	000	750*	000	000	000	250	000	000	000
331	8	5.125	1.166	000	125	250	500	000	125	000	000	000
332	8	1.875	2.315	125	000	000	000	875*	000	000	000	000
333	8	6.250	.829	000	125	000	875*	000	000	000	000	000
334	8	6.375	1.654	500	000	125	125	000	000	250	000	000
335	8	6.000	2.345	000	250	000	250	500	000	000	000	000
336	8	2.250	1.639	000	000	500	250	000	250	000	000	000
337	8	1.875	1.053	000	000	375	125	000	375	125	000	000
338	8	3.000	1.500	000	125	125	625*	000	125	000	000	000
339	8	1.875	1.269	125	000	000	000	875*	000	000	000	000
340	8	2.250	1.561	250	000	000	000	000	000	375	375	000
341	8	2.375	2.058	250	125	000	125	000	000	125	125	250

Decimal points on proportions omitted  
Asterisks indicate dimensions of classification

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
342	8	3.000	1.225	000	000	250	375	000	375	000	000	000
343	8	1.625	.992	000	000	000	000	000	1000*	000	000	000
344	7	6.143	.833	000	000	000	000	857*	000	000	000	143
345	8	2.125	1.691	000	000	000	125	000	000	125	375	375
346	8	5.125	2.803	000	125	250	250	125	250	000	000	000
347	7	1.857	.990	000	000	571*	286	000	143	000	000	000
348	8	3.000	2.062	875*	000	000	000	000	000	125	000	000
349	8	1.750	1.639	875*	000	000	000	000	000	000	125	000
350	7	6.857	2.587	143	143	000	000	429	000	000	000	286
351	8	1.875	1.615	250	125	000	125	125	000	125	000	250
352	8	3.375	1.932	000	000	000	500	000	500	000	000	000
353	8	5.875	1.615	000	250	000	000	000	000	000	000	750*
354	8	2.500	1.936	000	000	000	000	000	000	1000*	000	000
355	8	6.625	1.576	000	125	000	250	000	625*	000	000	000
356	8	4.000	.866	000	125	000	250	000	625*	000	000	000
357	8	5.250	1.299	000	000	000	125	000	875*	000	000	000
358	8	5.750	1.392	125	000	000	000	250	000	000	000	625*
359	8	6.250	1.714	250	000	000	625*	000	000	000	000	125
360	8	2.125	2.260	625*	000	250	125	000	000	000	000	000
361	8	5.125	1.269	000	000	750*	000	000	250	000	000	000
362	8	3.625	2.118	000	000	000	000	000	000	000	1000*	000
363	8	7.125	1.833	125	000	000	125	000	000	250	000	500
364	8	1.750	1.299	000	125	000	125	625*	125	000	000	000
365	8	2.000	1.323	000	500	375	000	125	000	000	000	000
366	8	2.125	1.452	500	000	000	000	500	000	000	000	000
367	8	6.250	1.479	000	000	000	000	000	000	000	000	1000*
368	8	2.000	1.658	000	000	000	125	000	875*	000	000	000
369	8	1.375	.992	000	000	000	000	000	000	250	750*	000
370	8	1.625	1.654	000	375	125	125	125	125	000	000	125
371	8	5.125	.331	000	000	000	000	000	875*	000	000	125
372	8	2.625	1.654	000	250	125	000	000	000	000	000	625*
373	8	6.750	1.561	125	000	000	000	875*	000	000	000	000
374	8	2.375	2.233	000	000	000	000	000	875*	000	000	125
375	8	2.125	2.260	125	000	000	000	875*	000	000	000	000
376	8	6.125	1.763	000	000	000	000	000	000	875*	000	125
377	8	2.000	1.581	000	000	000	125	000	000	125	750*	000
378	8	1.375	.992	250	125	000	000	000	125	000	250	250
379	8	1.375	.696	000	000	000	000	125	000	000	875*	000
380	8	6.750	1.479	000	625*	125	125	125	000	000	000	000
381	8	6.000	1.414	125	125	000	000	000	250	250	000	250
382	8	4.875	.599	000	125	000	250	000	625*	000	000	000
383	8	5.500	2.236	000	000	000	375	000	625*	000	000	000
384	8	2.125	2.088	000	500	125	125	250	000	000	000	000
385	8	1.375	.696	000	000	000	125	125	000	125	625*	000
386	8	1.875	1.269	000	750*	000	125	000	000	125	000	000
387	8	1.375	.992	125	000	000	000	750*	000	000	000	125
388	8	6.250	2.332	750*	000	000	250	000	000	000	000	000
389	8	1.500	1.000	000	000	000	000	000	1000*	000	000	000
390	8	2.125	1.965	000	000	250	000	000	750*	000	000	000
391	8	1.750	1.299	000	000	000	000	000	1000*	000	000	000

Decimal points on proportions omitted  
Asterisks indicate dimensions of classification

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
392	7	1.714	1.161	143	286	143	286	000	000	000	000	143
393	7	1.429	1.050	000	714*	143	143	000	000	000	000	000
394	8	1.875	1.269	000	000	000	000	000	000	000	875*	125
395	8	5.000	1.732	375	000	000	500	125	000	000	000	000
396	8	2.375	1.728	000	000	500	000	000	500	000	000	000
397	8	4.750	.433	000	750*	000	125	125	000	000	000	000
398	8	1.000	0.000	000	000	000	000	750*	000	000	250	000

Decimal points on proportions omitted  
Asterisks indicate dimensions of classification



ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
---	---	---	---	---	---	---	---	---	---	---	---	---
399	11	7.000	1.809	182	000	000	000	636*	091	000	000	091
400	11	1.909	1.083	000	000	000	000	000	909*	000	000	091
401	11	2.364	1.226	545*	091	091	091	000	000	000	000	182
402	11	1.364	.643	000	909*	000	000	091	000	000	000	000
403	11	5.909	2.539	000	182	091	545*	000	000	182	000	000
404	11	2.182	1.992	000	273	000	455	091	000	000	182	000
405	11	1.455	.656	000	000	000	000	1000*	000	000	000	000
406	11	1.364	.481	000	727*	000	182	000	091	000	000	000
407	11	2.364	1.226	000	091	182	000	636*	000	000	000	091
408	11	2.182	1.266	000	000	000	000	818*	000	091	091	000
409	11	1.455	.891	000	000	000	000	182	000	818*	000	000
410	11	2.636	1.553	091	000	545*	091	182	000	091	000	000
411	11	6.182	1.749	091	182	000	000	000	000	182	000	545*
412	11	2.364	1.226	000	000	091	000	727*	182	000	000	000
413	11	2.273	1.763	000	000	000	000	1000*	000	000	000	000
414	11	5.364	1.367	000	182	000	636*	000	182	000	000	000
415	11	2.727	1.420	364	273	000	364	000	000	000	000	000
416	11	3.000	1.477	182	000	000	000	000	000	091	000	727*
417	11	2.000	1.279	000	000	727*	000	000	000	273	000	000
418	11	5.091	2.575	182	091	000	364	182	000	000	182	000
419	11	2.909	1.676	000	000	091	091	000	000	727*	091	000
420	11	6.818	1.850	727*	000	091	000	000	000	182	000	000
421	11	3.091	1.379	818*	000	091	000	000	000	091	000	000
422	11	6.818	1.466	000	455	000	000	000	545*	000	000	000
423	11	4.727	2.219	000	000	000	000	1000*	000	000	000	000
424	11	2.273	.962	000	273	364	364	000	000	000	000	000
425	11	2.636	1.226	000	091	000	091	000	818*	000	000	000
426	11	3.455	2.147	000	364	273	000	000	273	091	000	000
427	11	4.273	2.562	000	364	000	000	091	364	000	000	182
428	11	2.545	1.305	909*	000	000	000	000	000	000	000	091
429	11	7.000	1.595	000	364	000	000	000	455	182	000	000
430	11	2.000	1.128	000	091	364	364	000	182	000	000	000
431	11	7.000	1.414	182	000	000	000	818*	000	000	000	000
432	11	7.000	1.477	000	000	000	000	000	727*	000	000	273
433	11	7.364	1.553	091	455	000	000	091	364	000	000	000
434	11	2.000	1.348	182	545*	000	273	000	000	000	000	000
435	11	2.091	1.311	182	000	000	091	000	000	636*	091	000
436	11	5.636	1.720	818*	000	091	000	000	091	000	000	000
437	11	2.000	1.477	000	091	000	000	909*	000	000	000	000
438	11	6.364	1.720	091	636*	000	273	000	000	000	000	000
439	11	2.000	.953	091	545*	091	273	000	000	000	000	000
440	11	4.545	2.016	000	000	000	273	000	727*	000	000	000
441	11	2.364	1.920	000	000	000	000	909*	000	000	000	091
442	11	6.545	1.437	000	000	000	000	1000*	000	000	000	000
443	11	4.727	2.831	091	000	091	000	818*	000	000	000	000
444	11	1.727	.962	000	000	000	000	000	091	909*	000	000
445	11	7.182	1.336	091	000	000	273	000	000	545*	091	000
446	11	2.364	1.298	091	091	000	000	000	000	636*	000	182
447	11	7.545	1.373	000	000	000	000	000	273	545*	000	182
448	11	4.636	1.872	000	182	000	000	000	818*	000	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
----	---	-----	-----	----	----	----	----	----	----	----	----	----
449	11	5.909	1.621	091	455	091	273	000	091	000	000	000
450	11	7.545	1.373	000	000	000	000	182	000	818*	000	000
451	11	6.909	1.311	000	000	000	273	000	364	000	364	000
452	11	6.727	2.004	000	000	000	000	000	000	1000*	000	000
453	11	2.727	1.213	364	000	000	182	000	000	273	091	091
454	11	2.182	1.266	091	182	000	091	000	000	636*	000	000
455	11	1.455	.498	000	091	091	000	000	091	727*	000	000
456	11	4.909	1.928	000	000	000	000	091	000	818*	000	091
457	11	2.364	1.553	545*	091	000	091	182	000	000	000	091
458	11	2.455	2.271	000	000	000	000	000	091	909*	000	000
459	11	6.091	1.311	000	091	455	364	000	091	000	000	000
460	11	2.091	1.164	000	000	000	000	000	091	727*	182	000
461	11	1.364	.643	000	000	000	000	000	727*	273	000	000
462	11	1.727	.862	000	000	000	000	000	000	1000*	000	000
463	11	6.000	1.651	091	182	091	636*	000	000	000	000	000
464	11	8.000	1.414	000	000	000	000	000	1000*	000	000	000
465	11	2.091	1.240	000	000	000	000	273	000	636*	000	091
466	11	3.364	1.872	000	000	000	182	000	818*	000	000	000
467	11	3.364	1.920	727*	000	000	091	000	000	182	000	000
468	11	5.182	1.527	000	091	364	364	000	000	000	182	000
469	11	7.364	1.611	000	909*	000	000	000	000	000	000	091
470	11	7.909	1.240	000	091	000	000	000	000	000	000	909*
471	11	2.545	1.305	000	000	000	000	000	091	909*	000	000
472	11	6.455	1.305	000	000	091	091	000	818*	000	000	000
473	11	7.909	.996	182	091	091	273	091	182	091	000	000
474	11	2.545	1.157	000	636*	273	091	000	000	000	000	000
475	11	2.364	2.101	000	000	000	000	091	000	091	091	727*
476	11	8.455	.656	091	545*	000	182	091	000	000	000	091
477	11	7.727	1.286	545*	000	091	182	091	091	000	000	000
478	11	6.909	1.443	091	000	000	091	091	000	000	091	636*
479	11	5.909	1.564	000	091	182	636*	000	091	000	000	000
480	11	7.364	1.298	000	091	000	182	000	727*	000	000	000
481	11	5.091	2.193	000	000	545*	182	000	273	000	000	000
482	11	7.182	1.466	727*	091	000	091	000	091	000	000	000
483	11	2.818	1.113	091	000	909*	000	000	000	000	000	000
484	11	6.273	1.763	000	000	273	636*	000	091	000	000	000
485	11	6.273	1.483	000	364	000	182	000	455	000	000	000
486	11	6.091	2.503	091	091	000	000	000	000	000	091	727*
487	11	1.455	1.157	000	000	000	000	000	000	455	091	455
488	11	6.727	1.763	727*	000	000	000	091	000	091	000	091
489	11	3.364	1.611	000	273	000	182	091	273	000	000	182
490	11	6.091	1.505	091	000	000	455	000	091	000	091	273
491	11	7.273	1.420	091	182	000	000	727*	000	000	000	000
492	11	2.455	1.616	091	273	000	273	000	273	000	091	000
493	11	2.091	1.928	727*	000	000	000	000	000	091	000	182
494	11	8.000	1.279	091	000	091	000	545*	273	000	000	000
495	11	4.000	1.758	000	091	000	091	000	818*	000	000	000
496	11	4.273	1.911	000	909*	000	091	000	000	000	000	000
497	11	7.091	1.443	091	000	000	000	182	091	636*	000	000
498	11	6.364	1.553	000	000	091	909*	000	000	000	000	000

Decimal points on proportions omitted  
Asterisks indicate dimensions of classification



ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
499	11	3.273	2.260	000	091	273	545*	000	091	000	000	000
500	11	6.727	1.355	000	000	000	000	091	000	909*	000	000
501	11	7.273	1.286	000	000	000	000	727*	273	000	000	000
502	11	4.273	2.049	000	000	091	364	000	273	000	273	000
503	11	7.000	2.089	000	000	000	000	000	000	1000*	000	000
504	11	1.636	.979	000	000	000	000	000	000	091	818*	091
505	11	4.727	1.543	000	091	000	727*	000	182	000	000	000
506	11	6.364	1.367	000	000	000	000	000	1000*	000	000	000
507	11	6.818	1.946	000	000	000	000	000	000	000	000	1000*
508	11	6.091	1.621	636*	000	000	000	091	000	091	000	182
509	11	7.455	1.305	000	000	000	000	000	000	818*	000	182
510	11	6.091	1.832	000	364	000	273	000	364	000	000	000
511	11	6.818	1.527	000	000	000	273	000	727*	000	000	000
512	11	1.455	.891	000	000	000	000	818*	091	091	000	000
513	11	6.727	1.355	000	000	000	000	727*	000	000	000	273
514	11	6.636	1.872	182	000	000	636*	091	000	091	000	000
515	11	3.273	2.093	273	455	091	091	091	000	000	000	000
516	11	1.455	.782	000	000	000	000	1000*	000	000	000	000
517	11	5.818	1.850	000	000	000	000	000	000	818*	182	000
518	10	6.400	2.375	100	400	100	100	200	100	000	000	000
519	11	7.364	1.772	091	000	000	818*	000	091	000	000	000
520	11	6.727	1.958	182	000	000	000	000	818*	000	000	000
521	11	1.636	1.150	000	545*	364	000	091	000	000	000	000
522	11	2.364	1.494	091	909*	000	000	000	000	000	000	000
523	11	5.636	1.872	091	000	000	000	182	000	636*	091	000
524	11	6.182	1.266	000	000	000	909*	000	091	000	000	000
525	11	2.636	1.872	273	273	000	364	000	091	000	000	000
526	11	6.727	1.355	000	091	000	000	727*	182	000	000	000
527	11	3.182	2.081	000	091	000	182	091	636*	000	000	000
528	11	6.727	1.656	182	182	091	000	545*	000	000	000	000
529	11	3.455	1.437	000	182	000	000	000	818*	000	000	000
530	11	5.364	1.772	636*	000	091	000	000	273	000	000	000
531	11	6.545	2.105	273	000	000	091	000	000	000	636*	000
532	11	1.455	1.157	000	273	091	364	000	091	000	182	000
533	11	2.455	1.559	000	000	000	000	000	000	727*	182	091
534	11	7.909	.900	364	091	000	091	182	000	000	000	273
535	11	2.091	.996	000	636*	273	091	000	000	000	000	000
536	11	2.545	1.777	091	182	000	000	000	000	000	727*	000
537	11	1.545	.782	000	818*	000	182	000	000	000	000	000
538	11	2.273	2.219	000	091	455	273	000	182	000	000	000
539	11	1.455	.782	000	000	545*	000	000	455	000	000	000
540	11	6.545	2.189	000	000	000	091	000	909*	000	000	000
541	11	4.818	2.037	000	182	455	364	000	000	000	000	000
542	11	3.818	1.992	000	000	000	000	000	000	909*	091	000
543	11	6.455	1.616	000	000	000	636*	000	364	000	000	000
544	11	1.455	.782	000	000	000	000	000	1000*	000	000	000
545	11	2.091	1.240	000	727*	000	182	000	000	091	000	000
546	11	6.000	1.595	000	000	000	000	000	000	1000*	000	000
547	11	2.818	1.402	364	364	000	091	182	000	000	000	000
548	11	1.636	.771	000	000	000	000	909*	000	000	000	091

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
549	11	7.273	1.814	000	545*	000	000	182	091	000	000	182
550	11	7.000	1.907	636*	000	091	000	091	000	000	000	182
551	11	7.364	1.823	091	000	000	000	909*	000	000	000	000
552	11	8.182	1.029	000	273	000	000	091	636*	000	000	000
553	11	1.636	.881	000	909*	000	091	000	000	000	000	000
554	11	7.182	1.527	000	000	000	000	000	000	1000*	000	000
555	11	1.909	1.083	273	091	000	000	000	000	364	182	091
556	11	6.182	1.527	091	091	000	000	636*	000	000	000	182
557	11	1.727	.750	000	000	364	182	000	182	000	182	091
558	11	1.273	.445	000	000	000	000	182	000	727*	000	091
559	11	2.636	2.307	000	273	000	273	000	364	000	091	000
560	11	7.091	2.234	182	091	000	091	455	091	000	000	091
561	11	6.545	2.463	091	545*	091	000	000	273	000	000	000
562	11	1.545	.782	091	000	000	000	000	000	000	818*	091
563	11	5.455	2.016	000	182	182	182	000	455	000	000	000
564	11	2.273	1.135	000	182	091	455	000	182	000	000	091
565	11	3.909	1.311	000	000	000	091	000	909*	000	000	000
566	11	1.909	.668	000	000	000	091	000	000	909*	000	000
567	11	1.455	.656	000	000	000	000	000	000	000	909*	091

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

# Listing of Items by Proportion of Endorsement in Each Category

## Des Moines Data

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
1	12	7.250	1.785	583*	00	000	167	00	167	000	000	083
2	12	5.833	1.993	583*	000	000	333	000	000	000	000	083
3	12	4.917	1.935	000	000	000	000	000	000	000	917*	083
4	12	7.000	1.155	083	000	000	167	083	583*	000	000	083
5	12	7.500	1.323	000	000	000	083	000	833*	000	000	083
6	12	7.917	1.498	000	000	000	000	000	000	083	000	917*
7	12	2.583	1.441	083	000	000	000	583*	083	167	000	083
8	12	3.833	1.344	000	250	000	500	000	250	000	000	000
9	12	7.000	1.871	750*	000	000	083	083	000	000	000	083
10	12	2.500	1.803	000	417	083	417	000	083	000	000	000
11	12	2.500	1.555	583*	083	000	167	167	000	000	000	000
12	12	6.667	2.211	000	000	000	083	000	000	000	000	917*
13	12	6.833	1.951	083	750*	167	000	000	000	000	000	000
14	12	7.417	1.187	167	000	000	000	250	083	000	000	500
15	12	7.500	1.384	000	000	000	000	667*	000	000	000	333
16	12	7.583	1.552	000	000	000	000	000	000	000	000	1000*
17	12	7.250	1.299	000	083	083	833*	000	000	000	000	000
18	12	4.250	2.165	000	000	000	250	000	667*	000	000	083
19	12	2.000	1.354	250	250	000	083	417	000	000	000	000
20	12	4.917	2.100	000	000	000	833*	000	167	000	000	000
21	12	6.750	1.362	833*	000	000	000	000	167	000	000	000
22	12	5.583	1.801	000	167	000	667*	000	167	000	000	000
23	12	2.583	1.441	000	333	167	333	000	167	000	000	000
24	12	1.333	.850	833*	000	000	000	000	000	167	000	000
25	12	7.583	1.382	917*	000	000	000	000	000	000	000	083
26	12	1.750	1.010	000	000	000	917*	000	083	000	000	000
27	11	1.455	.782	000	000	636*	091	000	273	000	000	000
28	12	2.333	.850	833*	000	083	000	083	000	000	000	000
29	12	8.250	1.010	000	000	000	000	083	917*	000	000	000
30	12	1.500	.957	667*	000	167	000	000	000	167	000	000
31	12	1.667	.943	000	000	583*	250	000	167	000	000	000
32	12	8.167	.898	000	167	083	083	000	667*	000	000	000
33	12	8.167	.898	083	000	000	000	083	000	833*	000	000
34	12	7.083	2.396	000	000	000	000	000	000	083	000	917*
35	12	7.250	1.831	333	000	000	000	000	000	000	000	667*
36	12	7.917	1.382	833*	000	083	000	000	000	000	000	083
37	12	7.750	1.588	167	000	000	000	000	000	833*	000	000
38	12	1.333	.624	000	000	000	000	417	000	583*	000	000
39	12	3.833	2.115	000	167	167	667*	000	000	000	000	000
40	12	7.333	1.599	000	000	000	000	833*	000	167	000	000
41	12	6.000	2.160	000	250	000	000	000	000	583*	000	167
42	12	6.083	2.139	000	000	000	000	000	000	000	1000*	000
43	11	7.636	2.227	000	618*	091	091	000	000	000	000	000
44	11	6.091	2.065	000	000	000	000	000	000	000	1000*	000
45	11	4.091	1.832	000	091	000	000	091	000	364	000	455
46	11	6.273	1.483	000	000	000	000	909*	000	000	000	091
47	11	6.273	2.632	000	000	091	273	000	636*	000	000	000
48	11	6.909	2.391	000	000	000	364	364	273	000	000	000
49	10	7.300	1.616	000	000	000	000	000	000	000	1000*	000
50	10	6.400	2.458	000	000	000	000	000	000	000	400	600*

Decimal points on proportions omitted  
Asterisks indicate dimensions of classification  
B-64



ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
---	---	---	---	---	---	---	---	---	---	---	---	---
51	11	6.000	1.758	00	455	000	000	91	000	000	000	455
52	11	6.545	2.463	091	000	000	000	000	000	909*	000	000
53	11	6.364	2.227	000	273	000	000	000	000	000	000	727*
54	11	3.273	2.260	000	455	000	455	000	091	000	000	000
55	11	6.545	2.350	000	182	545*	182	000	091	000	000	000
56	11	5.545	2.105	000	182	091	455	000	182	000	000	091
57	11	6.545	2.147	000	000	273	000	000	727*	000	000	000
58	11	7.545	1.616	000	000	000	000	000	000	818*	182	000
59	11	7.455	1.616	000	000	000	091	000	000	000	273	636*
60	11	3.364	1.872	364	000	000	545*	091	000	000	000	000
61	11	7.273	1.958	000	000	000	000	1000*	000	000	000	000
62	11	5.364	2.307	091	636*	000	000	000	000	182	000	091
63	11	6.091	1.781	000	000	000	000	000	000	1000*	000	000
64	11	1.818	1.113	182	545*	091	091	000	000	091	000	000
65	11	6.636	1.432	000	000	000	000	727*	000	000	000	273
66	11	3.455	2.606	000	000	000	091	000	909*	000	000	000
67	11	7.182	1.585	000	000	000	000	727*	000	000	000	273
68	11	6.182	1.641	545*	091	000	091	273	000	000	000	000
69	10	1.700	1.487	400	000	000	000	000	000	000	000	600*
70	11	6.818	2.037	000	000	000	000	000	000	000	909*	091
71	10	1.000	0.000	000	000	000	000	1000*	000	000	000	000
72	10	6.800	2.561	000	000	000	000	1000*	000	000	000	000
73	11	6.727	2.378	000	000	000	000	1000*	000	000	000	000
74	11	5.818	2.167	000	000	000	000	818*	000	182	000	000
75	11	3.727	1.710	000	091	273	273	000	364	000	000	000
76	11	1.364	.481	727*	000	000	182	000	000	091	000	000
77	11	1.545	1.157	000	273	545*	182	000	000	000	000	000
78	11	5.091	2.109	000	000	636*	091	000	273	000	000	000
79	11	4.818	3.010	000	091	000	000	000	273	455	000	182
80	12	7.083	2.019	000	917*	083	000	000	000	000	000	000
81	12	5.167	2.339	000	083	000	000	000	000	083	000	833*
82	12	5.583	2.216	417	000	000	000	500	000	000	000	083
83	11	3.455	1.305	000	182	091	273	000	455	000	000	000
84	12	2.917	1.498	000	000	000	000	250	000	750*	000	000
85	12	4.033	1.572	000	000	000	250	000	750*	000	000	000
86	12	7.083	2.361	000	000	000	333	000	083	000	583*	000
87	12	6.917	2.178	000	500	000	000	000	000	000	000	500
88	12	5.917	1.656	000	000	000	000	000	000	000	1000*	000
89	12	6.000	1.732	500	000	000	167	250	083	000	000	000
90	12	5.083	2.361	000	083	000	417	000	500	000	000	000
91	12	6.750	2.385	667*	083	000	250	000	000	000	000	000
92	12	7.833	2.192	000	000	333	000	667*	000	000	000	000
93	12	6.417	1.754	167	000	000	000	083	000	000	583*	167
94	12	7.250	2.087	000	083	000	000	083	000	000	000	833*
95	12	6.333	2.173	750*	000	000	000	000	000	250	000	000
96	12	3.000	1.472	000	250	250	000	000	000	167	000	333
97	12	6.583	2.431	000	083	000	000	333	000	000	000	583*
98	12	2.833	1.404	000	083	000	000	333	583*	000	000	000
99	12	1.083	.276	000	000	750*	167	000	000	000	000	083
100	12	6.917	2.629	000	167	000	833*	000	000	000	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
101	12	1.750	.924	00	000	00	000	00	000	1000*	000	000
102	12	2.250	1.164	000	167	250	000	043	500	000	000	000
103	12	3.583	2.431	667*	000	000	000	167	000	000	000	167
104	12	4.000	2.449	000	000	000	083	000	917*	000	000	000
105	12	6.750	1.010	833*	000	000	000	000	000	167	000	000
106	12	6.583	1.552	750*	000	000	000	250	000	000	000	000
107	12	7.000	2.082	750*	000	083	000	167	000	000	000	000
108	12	6.500	2.102	000	167	083	250	000	167	000	000	333
109	12	1.417	.640	000	000	000	000	000	750*	083	167	000
110	11	6.091	1.621	000	000	000	364	000	545*	091	000	000
111	11	3.273	1.601	000	091	091	000	000	818*	000	000	000
112	11	2.091	1.240	000	000	000	000	000	091	818*	091	000
113	11	7.273	1.355	727*	000	000	182	000	091	000	000	000
114	11	1.909	1.083	000	000	000	1000*	000	000	000	000	000
115	11	1.273	.617	000	000	000	000	000	000	182	818*	000
116	11	1.818	1.029	000	000	000	000	1000*	000	000	000	000
117	11	8.182	.833	000	000	000	000	818*	182	000	000	000
118	11	2.000	2.000	364	000	091	182	273	000	000	000	091
119	11	7.818	2.249	000	000	000	000	000	000	000	1000*	000
120	11	7.364	1.611	000	000	091	818*	000	091	000	000	000
121	11	6.000	2.523	000	636*	364	000	000	000	000	000	000
122	11	5.364	2.267	000	000	091	182	000	000	000	000	727*
123	11	2.455	1.157	000	000	000	000	000	000	636*	364	000
124	11	6.909	2.065	000	000	000	091	000	000	900*	000	000
125	11	5.636	1.872	000	091	000	091	000	818*	000	000	000
126	11	7.455	.988	000	000	455	182	000	364	000	000	000
127	11	1.091	.287	000	909*	000	000	000	091	000	000	000
128	11	3.727	2.136	000	273	000	091	000	636*	000	000	000
129	11	5.182	1.585	000	000	000	000	1000*	000	000	000	000
130	10	3.700	1.552	000	000	000	000	000	200	000	000	800*
131	11	6.727	1.286	091	000	000	000	091	000	000	364	455
132	11	5.273	2.666	000	000	000	091	000	000	909*	000	000
133	11	6.909	1.379	000	091	000	000	273	273	000	000	364
134	11	4.545	2.189	000	000	000	455	000	545*	000	000	000
135	10	7.600	1.281	000	000	500	500	000	000	000	000	000
136	11	6.727	2.049	909*	000	091	000	000	000	000	000	000
137	10	2.300	1.487	000	100	000	000	100	800*	000	000	000
138	11	1.909	1.240	000	000	000	727*	000	273	000	000	000
139	11	7.091	2.429	000	000	000	000	000	000	1000*	000	000
140	11	7.273	1.420	091	455	364	000	000	000	000	000	091
141	11	4.182	2.367	000	000	364	273	000	364	000	000	000
142	11	1.182	.575	000	273	000	000	000	000	000	000	727*
143	11	2.182	1.266	000	091	000	000	091	818*	000	000	000
144	11	1.727	1.213	636*	182	000	182	000	000	000	000	000
145	11	6.818	1.992	091	909*	000	000	000	000	000	000	000
146	11	2.364	1.068	000	091	000	273	000	636*	000	000	000
147	11	7.455	1.499	000	000	091	000	000	000	000	000	909*
148	11	1.364	.643	455	000	000	000	455	000	000	000	091
149	11	6.273	1.814	000	455	000	091	000	000	000	000	455
150	11	1.545	.782	182	273	000	091	000	000	000	000	455

Decimal points on proportions omitted  
Asterisks indicate dimensions of classification



ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
---	---	---	---	---	---	---	---	---	---	---	---	---
151	11	7.182	1.527	545*	000	091	273	000	000	000	000	091
152	11	6.273	1.420	000	091	000	000	000	909*	000	000	000
153	11	5.818	2.587	000	455	000	545*	000	000	000	000	000
154	11	6.818	2.249	273	000	091	000	182	182	182	000	091
155	11	5.455	2.105	000	273	000	000	000	000	000	000	727*
156	11	3.455	1.437	000	091	000	000	000	909*	000	000	000
157	11	6.909	1.505	000	364	000	091	000	000	000	000	545*
158	11	6.000	2.216	000	091	000	000	000	182	000	000	727*
159	11	2.909	1.311	182	000	000	000	000	000	818*	000	000
160	12	7.417	1.498	000	000	000	000	000	000	1000*	000	000
161	11	7.091	1.975	000	000	182	727*	000	091	000	000	000
162	11	7.364	1.298	000	091	000	000	818*	000	000	000	091
163	12	6.583	1.320	000	000	000	000	1000*	000	000	000	000
164	12	8.167	1.067	000	833*	167	000	000	000	000	000	000
165	12	3.250	1.963	000	083	583*	250	000	083	000	000	000
166	12	7.167	1.624	000	000	917*	083	000	000	000	000	000
167	12	1.250	.433	833*	000	000	000	000	000	167	000	000
168	12	7.250	1.639	083	000	000	000	000	000	000	917*	000
169	12	7.583	1.552	083	917*	000	000	000	000	000	000	000
170	12	2.250	1.233	000	000	000	000	000	000	750*	250	000
171	12	5.750	1.588	000	000	667*	083	083	000	000	000	167
172	12	1.333	.745	000	000	083	417	000	500	000	000	000
173	11	6.364	1.666	000	000	545*	091	000	364	000	000	000
174	12	8.000	1.528	000	000	000	000	1000*	000	000	000	000
175	12	3.333	1.247	083	333	167	417	000	000	000	000	000
176	12	2.000	1.155	917*	000	083	000	000	000	000	000	000
177	12	7.417	1.754	000	000	000	000	000	000	000	1000*	000
178	12	4.833	2.375	000	000	000	1000*	000	000	000	000	000
179	12	3.583	1.382	000	000	000	000	000	000	000	1000*	000
180	12	2.500	1.555	000	000	750*	167	000	083	000	000	000
181	12	2.000	1.291	000	083	167	000	083	667*	000	000	000
182	12	8.500	.500	917*	000	000	000	083	000	000	000	000
183	12	5.667	2.494	833*	000	000	083	000	000	000	083	000
184	12	2.750	1.090	250	000	000	000	750*	000	000	000	000
185	12	6.083	1.256	000	1000*	000	000	000	000	000	000	000
186	12	7.750	1.233	000	000	000	000	833*	083	000	000	083
187	12	1.833	.799	000	1000*	000	000	000	000	000	000	000
188	12	5.000	1.871	083	000	917*	000	000	000	000	000	000
189	12	7.083	1.605	000	083	000	000	667*	083	000	000	167
190	12	6.583	1.552	000	083	000	750*	000	167	000	000	000
191	12	1.583	.759	500	000	000	000	000	000	500	000	000

Decimal points on proportions omitted  
Asterisks indicate dimensions of classification

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
192	15	2.400	1.497	00	000	67	000	67	000	133	000	733*
193	15	7.667	1.300	000	333	000	000	133	000	000	000	533*
194	15	1.867	.957	000	067	000	067	800*	067	000	000	000
195	15	1.733	.680	000	067	000	000	067	867*	000	000	000
196	14	2.000	1.134	000	000	786*	143	000	071	000	000	000
197	14	2.286	1.097	357	000	143	429	000	000	071	000	000
198	14	2.929	1.534	357	000	000	143	000	000	357	000	143
199	14	7.929	1.223	143	357	000	071	357	071	000	000	000
200	15	2.400	1.020	533*	000	067	333	000	000	067	000	000
201	14	3.000	1.773	571*	071	071	286	000	000	000	000	000
202	15	6.867	2.247	000	067	000	000	133	000	000	000	800*
203	12	7.083	2.019	583*	000	000	083	000	000	000	000	333
204	15	2.667	2.150	000	000	000	133	000	867*	000	000	000
205	15	6.533	1.996	600*	000	133	267	000	000	000	000	000
206	15	2.200	1.327	000	800*	067	067	000	000	067	000	000
207	15	7.733	1.482	067	000	000	000	867*	067	000	000	000
208	14	7.143	1.407	000	000	000	000	857*	000	000	000	143
209	15	2.267	1.611	000	533*	000	200	000	067	000	000	200
210	14	1.571	.728	000	000	000	214	000	071	000	714*	000
211	14	2.500	1.763	000	000	000	000	000	357	643*	000	000
212	15	1.800	.833	467	000	067	267	000	133	067	000	000
213	15	7.667	1.619	000	000	000	000	000	800*	133	000	067
214	15	7.267	1.526	000	000	000	000	000	000	000	1000*	000
215	15	5.667	2.211	667*	067	000	267	000	000	000	000	000
216	15	1.333	.596	000	067	000	000	000	800*	000	133	000
217	15	6.867	1.784	000	000	000	067	000	733*	133	000	067
218	15	2.333	1.921	000	000	000	000	000	133	000	867*	000
219	15	7.667	1.619	000	000	000	067	733*	067	000	000	133
220	15	6.400	1.818	000	867*	067	067	000	000	000	000	000
221	15	7.467	1.962	000	000	000	067	067	000	133	000	733*
222	15	7.867	1.310	000	000	000	133	000	533*	000	333	000
223	14	7.429	1.400	643*	000	143	071	143	000	000	000	000
224	14	8.000	1.134	000	429	071	357	071	000	000	000	071
225	15	7.600	1.625	000	000	000	000	000	1000*	000	000	000
226	15	1.267	.573	667*	000	067	000	000	000	000	133	133
227	14	1.143	.515	071	357	286	071	000	214	000	000	000
228	14	5.286	3.034	071	500	000	286	000	071	000	000	071
229	15	7.533	1.454	133	000	000	067	800*	000	000	000	000
230	15	6.467	1.707	067	000	000	067	667*	000	000	000	200
231	15	5.933	1.879	000	000	000	000	000	000	1000*	000	000
232	15	1.600	1.083	000	000	000	133	000	000	000	800*	067
233	15	6.867	2.125	000	867*	000	000	067	000	067	000	000
234	15	1.933	.772	000	067	000	333	000	800*	000	000	000
235	15	1.333	.471	933*	000	000	067	000	000	000	000	000
236	14	1.786	.860	000	500	071	429	000	000	000	000	000
237	15	5.800	1.376	067	133	067	000	000	067	000	000	667*
238	14	1.357	.610	143	857*	000	000	000	000	000	000	000
239	15	7.800	2.104	067	800*	000	133	000	000	000	000	000
240	15	7.400	2.123	067	800*	000	133	000	000	000	000	000
241	15	3.400	2.185	667*	000	000	067	000	000	067	000	200

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

ITEM	H	MEAN	S.D.	A	B	C	D	E	F	G	H	I
242	14	5.643	2.255	071	000	000	000	00	286	643*	000	000
243	15	7.467	1.360	000	1000*	000	000	000	000	000	000	000
244	15	7.600	1.541	000	200	000	000	467	000	000	000	333
245	14	2.786	1.859	000	357	214	357	000	071	000	000	000
246	15	7.000	1.317	000	000	000	067	000	867*	000	000	067
247	14	6.500	1.680	071	143	000	071	214	500	000	000	000
248	14	1.714	.795	857*	000	071	071	000	000	000	000	000
249	14	6.857	1.505	143	000	000	000	000	000	000	857*	000
250	14	1.500	.627	143	000	000	071	714*	071	000	000	000
251	14	7.143	1.407	071	000	000	000	000	000	929*	000	000
252	14	7.857	1.355	000	071	143	000	714*	071	000	000	000
253	14	3.357	1.757	714*	000	071	214	000	000	000	000	000
254	12	7.583	1.891	000	000	000	000	333	000	000	000	667*
255	14	1.714	1.161	000	000	000	000	000	1000*	000	000	000
256	14	2.071	.884	000	000	000	286	714*	000	000	000	000
257	13	2.154	1.292	000	308	000	231	000	462	000	000	000
258	13	6.769	1.423	000	462	000	000	000	000	154	000	385
259	12	7.750	1.738	000	000	000	000	750*	000	000	000	250
260	13	6.846	1.994	000	000	000	077	000	000	000	077	846*
261	13	6.692	1.488	077	154	077	000	000	077	462	000	154
262	13	7.615	1.273	000	000	000	000	1000*	000	000	000	000
263	13	2.385	1.273	077	000	000	000	000	000	923*	000	000
264	13	6.923	1.639	077	000	000	000	000	000	077	000	846*
265	11	7.091	1.564	091	636*	000	182	000	091	000	000	000
266	13	7.846	1.026	000	000	846*	000	000	154	000	000	000
267	13	3.308	1.323	000	000	000	154	000	846*	000	000	000
268	13	6.846	1.292	077	000	000	000	000	154	308	154	308
269	13	7.692	1.323	000	692*	000	000	308	000	000	000	000
270	10	2.200	1.166	700*	100	000	200	000	000	000	000	000
271	13	1.615	.923	077	000	000	000	000	000	231	692*	000
272	14	8.214	.773	000	000	000	000	714*	000	000	000	286
273	14	2.071	1.033	000	286	286	429	000	000	000	000	000
274	14	1.357	.479	000	000	000	143	714*	000	000	143	000
275	14	6.071	1.624	286	000	000	000	714*	000	000	000	000
276	12	1.167	.373	083	083	000	000	000	000	750*	000	083
277	12	1.000	0.000	167	000	000	083	750*	000	000	000	000
278	14	7.500	1.592	000	000	143	071	000	071	000	714*	000
279	13	8.000	1.109	077	000	000	000	000	000	769*	077	077
280	14	2.500	1.452	214	000	000	000	643*	000	143	000	000
281	13	7.077	1.591	077	615*	000	154	154	000	000	000	000
282	13	6.692	1.727	462	000	000	154	308	000	000	000	077
283	13	1.385	.738	077	000	000	077	231	000	077	538*	000
284	13	6.692	1.897	000	000	000	077	923*	000	000	000	000
285	14	5.929	2.576	000	000	143	286	143	357	000	000	071
286	14	2.071	1.624	000	000	000	071	000	929*	000	000	000
287	14	5.929	2.251	071	000	286	000	000	071	571*	000	000
288	13	4.846	2.537	000	000	308	154	000	462	000	077	000
289	13	7.769	1.250	000	231	077	538*	000	154	000	000	000
290	14	7.714	1.332	000	071	000	000	929*	000	000	000	000
291	14	1.143	.350	143	214	071	071	000	000	000	000	500

Decimal points on proportions omitted

Asterisks indicate dimensions of classification



ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
292	14	1.571	.728	00	000	00	071	929*	000	000	000	000
293	13	8.000	1.177	000	615*	000	000	000	000	000	000	385
294	14	7.071	1.668	000	000	000	000	714*	286	000	000	000
295	13	1.308	.606	077	000	000	077	769*	000	000	000	077
296	14	3.357	1.342	000	000	000	000	000	929*	000	071	000
297	14	3.929	1.751	000	071	000	071	000	857*	000	000	000
298	13	7.000	1.468	769*	000	000	154	000	077	000	000	000
299	13	7.000	1.569	154	000	000	000	308	077	000	154	308
300	14	5.500	2.163	214	500	000	214	000	000	000	000	071
301	11	1.727	1.135	000	000	000	000	000	091	000	091	818*
302	13	6.769	1.476	154	000	000	000	000	538*	231	000	077
303	14	6.786	1.612	000	214	500	214	000	071	000	000	000
304	14	7.714	1.578	000	000	000	000	929*	071	000	000	000
305	14	2.214	1.739	000	000	000	000	000	000	000	786*	214
306	14	1.571	.728	000	000	000	000	000	000	000	929*	071
307	13	2.923	1.591	538*	000	000	154	308	000	000	000	000
308	13	1.231	.421	000	154	000	000	462	077	000	000	308
309	13	1.692	.821	846*	000	000	000	000	154	000	000	000
310	14	8.357	.972	214	000	000	000	714*	071	000	000	000
311	13	5.846	2.178	154	000	385	231	000	231	000	000	000
312	14	7.357	2.158	000	000	000	214	000	786*	000	000	000
313	14	6.857	1.187	000	286	071	000	071	000	214	000	357
314	13	2.308	.991	000	154	308	000	000	538*	000	000	000
315	14	2.929	2.052	000	071	000	143	000	786*	000	000	000
316	14	7.571	1.450	071	000	000	000	786*	000	000	000	143
317	13	1.846	.769	000	077	000	231	000	692*	000	000	000
318	13	7.846	1.406	000	000	000	000	000	000	000	846*	154
319	13	6.692	2.015	000	000	077	000	000	000	692*	154	077
320	13	1.923	1.269	000	308	692*	000	000	000	000	000	000
321	13	1.538	.634	000	462	077	231	000	231	000	000	000
322	13	7.077	1.591	000	077	000	154	000	077	077	077	538*
323	13	5.462	2.024	000	000	000	154	000	846*	000	000	000
324	13	7.615	1.146	000	077	000	000	769*	000	000	000	154
325	13	7.154	1.703	077	000	000	000	923*	000	000	000	000
326	13	5.385	1.546	000	000	077	692*	077	154	000	000	000
327	13	7.462	1.393	000	000	000	462	000	000	077	154	308
328	13	8.308	.722	077	000	000	077	000	000	000	077	769*
329	14	7.000	1.604	000	643*	071	000	214	071	000	000	000
330	14	8.143	1.407	000	500	000	143	000	357	000	000	000
331	14	6.429	1.400	000	357	071	214	000	357	000	000	000
332	13	1.077	.266	000	000	000	077	923*	000	000	000	000
333	13	6.846	1.292	154	231	000	538*	077	000	000	000	000
334	14	6.286	2.085	357	000	000	071	000	000	571*	000	000
335	13	7.615	1.443	000	308	000	077	615*	000	000	000	000
336	14	2.643	1.042	000	000	500	214	000	286	000	000	000
337	13	2.077	1.817	000	077	231	077	000	615*	000	000	000
338	14	2.714	1.161	000	000	000	643*	000	286	000	000	071
339	14	1.429	.728	000	000	000	000	714*	071	000	000	214
340	15	4.467	1.784	200	000	000	067	000	000	606*	067	067
341	15	2.200	.980	000	200	000	400	067	000	333	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification



ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
342	15	4.333	1.491	00	000	200	267	00	533*	000	000	000
343	15	1.533	.884	000	000	000	000	000	1000*	000	000	000
344	15	8.133	.884	000	133	000	000	733*	000	067	000	067
345	15	1.867	1.996	000	000	000	067	000	000	200	267	467
346	14	5.000	2.507	000	071	286	143	000	500	000	000	000
347	13	1.923	.828	000	000	385	231	000	385	000	000	000
348	14	3.143	1.846	643*	000	000	071	000	000	214	000	071
349	13	1.385	.625	538*	000	000	000	000	077	154	077	154
350	14	7.571	1.348	214	214	000	000	286	000	000	000	286
351	14	1.286	.589	214	286	000	000	071	000	286	000	143
352	14	5.000	1.558	000	000	000	429	000	571*	000	000	000
353	14	7.500	1.452	214	000	143	071	000	000	071	000	500
354	14	2.643	1.950	000	000	000	000	000	000	1000*	000	000
355	14	7.429	1.178	000	000	000	143	000	857*	000	000	000
356	14	4.214	2.425	000	143	071	071	000	714*	000	000	000
357	14	6.214	2.006	000	000	071	071	000	857*	000	000	000
358	14	6.857	2.199	214	143	000	000	143	000	000	000	500
359	14	6.714	1.750	714*	000	000	214	000	071	000	000	000
360	14	1.500	.627	857*	000	000	071	071	000	000	000	000
361	14	6.929	1.534	000	071	786*	000	000	143	000	000	000
362	14	2.000	.926	000	000	000	000	000	000	000	1000*	000
363	15	7.467	1.204	067	000	000	000	000	067	400	000	467
364	14	1.429	.904	000	214	000	000	643*	143	000	000	000
365	14	1.929	1.033	000	500	429	071	000	000	000	000	000
366	14	1.643	.895	286	000	000	071	643*	000	000	000	000
367	15	7.400	1.497	000	000	000	200	000	200	000	000	600*
368	15	1.533	.499	000	000	000	067	000	933*	000	000	000
369	15	1.667	.699	000	000	000	000	000	000	133	867*	000
370	15	1.000	0.000	000	667*	133	067	067	067	000	000	000
371	15	7.533	1.310	000	000	000	000	000	867*	067	000	067
372	15	2.933	1.948	067	067	067	133	000	133	000	000	533*
373	15	7.400	1.254	000	000	000	067	867*	000	067	000	000
374	15	2.200	1.558	000	000	000	000	000	933*	000	067	000
375	15	2.133	1.543	000	067	000	067	800*	067	000	000	000
376	15	7.733	1.482	000	000	000	000	000	000	1000*	000	000
377	15	2.467	1.746	000	000	000	000	000	000	067	933*	000
378	15	1.800	1.108	000	000	000	000	000	467	067	400	067
379	15	1.600	.712	000	000	000	000	133	000	000	800*	067
380	15	8.133	.718	067	667*	000	133	000	000	000	000	133
381	15	6.867	1.258	000	067	000	000	000	667*	267	000	000
382	15	5.800	1.641	000	067	067	200	000	667*	000	000	000
383	15	6.200	1.376	000	000	000	400	000	600*	000	000	000
384	15	3.533	2.156	000	533*	000	467	000	000	000	000	000
385	15	1.133	.340	000	000	000	000	133	000	067	667*	133
386	15	1.400	.490	000	733*	067	067	000	000	067	000	067
387	15	1.133	.340	000	000	000	000	667*	000	000	067	267
388	15	6.400	2.361	400	000	000	600*	000	000	000	000	000
389	15	2.133	1.746	000	000	000	000	000	1000*	000	000	000
390	15	1.600	.800	000	000	000	000	000	867*	000	000	133
391	15	2.400	1.254	000	000	000	000	000	933*	000	067	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
392	15	1.467	.618	00	000*	000	133	00	000	000	00	267
393	15	1.933	1.123	000	067*	000	067	000	000	000	000	067
394	15	1.533	1.024	000	000	000	000	000	000	000	867*	133
395	14	3.929	2.313	500	000	071	429	000	000	000	000	000
396	15	2.333	1.445	000	067	400	067	000	467	000	000	000
397	15	7.467	2.217	067	733*	000	067	133	000	000	000	000
398	14	1.000	0.000	000	071	000	000	571*	000	071	071	214

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
399	16	6.938	1.345	125	000	000	000	698*	188	000	000	000
400	15	2.533	1.310	000	000	067	000	000	867*	000	000	067
401	16	2.563	1.935	625*	000	125	250	000	000	000	000	000
402	16	1.188	.527	063	500	000	125	188	063	000	000	063
403	16	5.813	1.467	000	188	063	750*	000	000	000	000	000
404	16	2.250	1.250	063	313	000	313	125	125	000	063	000
405	16	2.063	1.600	063	063	000	063	813*	000	000	000	000
406	16	1.938	.747	000	688*	000	188	063	063	000	000	000
407	16	2.063	1.248	000	063	000	000	938*	000	000	000	000
408	16	2.938	1.391	000	000	000	000	875*	000	125	000	000
409	15	2.067	1.062	000	000	000	000	133	000	800*	000	067
410	16	2.813	2.098	063	000	250	063	250	000	313	000	063
411	16	7.063	1.653	125	063	000	125	000	000	563*	000	125
412	16	2.313	1.460	063	000	000	063	313	438	063	063	000
413	16	1.688	.768	000	000	000	000	938*	063	000	000	000
414	16	5.625	1.798	000	250	063	500	000	125	000	000	063
415	16	2.813	1.667	313	188	000	500	000	000	000	000	000
416	16	2.625	1.798	063	000	000	000	000	000	125	000	813*
417	16	2.375	1.153	063	000	563*	063	000	000	313	000	000
418	16	5.625	2.643	313	063	000	313	125	000	000	188	000
419	16	3.375	.992	000	000	000	000	063	000	938*	000	000
420	16	6.625	1.495	688*	000	000	000	000	000	250	063	000
421	16	3.250	1.346	813*	000	063	125	000	000	000	000	000
422	15	7.600	1.665	000	600*	000	133	000	267	000	000	000
423	16	5.438	1.731	000	000	000	000	1000*	000	000	000	000
424	16	2.563	.998	000	063	625*	313	000	000	000	000	000
425	16	3.313	1.991	000	063	000	063	000	875*	000	000	000
426	15	4.467	1.586	200	133	200	267	000	133	067	000	000
427	16	3.000	1.768	000	500	063	000	125	313	000	000	000
428	16	2.500	.866	688*	000	000	188	000	000	125	000	000
429	16	7.188	1.285	000	188	063	063	000	625*	063	000	000
430	16	2.063	1.088	000	188	313	188	000	313	000	000	000
431	16	7.688	1.210	250	000	000	063	688*	000	000	000	000
432	16	7.313	1.530	000	000	000	000	000	813*	063	000	125
433	16	7.375	1.495	000	688*	063	125	125	000	000	000	000
434	16	2.063	.899	063	375	063	313	125	000	000	063	000
435	16	2.500	1.658	000	000	000	063	000	000	938*	000	000
436	16	6.688	1.488	500	000	000	188	000	063	188	000	063
437	16	2.250	1.479	000	000	188	063	750*	000	000	000	000
438	16	2.563	1.694	063	125	000	250	063	375	000	000	125
439	16	2.500	1.118	063	563*	125	250	000	000	000	000	000
440	15	4.333	1.886	000	067	000	133	000	800*	000	000	000
441	16	2.563	1.456	000	000	000	000	938*	000	000	063	000
442	16	7.688	1.158	000	000	000	063	875*	000	000	000	063
443	16	4.500	1.732	313	000	000	125	563*	000	000	000	000
444	16	2.063	.747	000	000	063	000	000	000	875*	063	000
445	16	7.500	1.732	125	000	000	188	000	000	438	188	063
446	16	3.125	1.317	063	125	000	000	000	000	625*	000	188
447	16	7.125	1.409	000	000	063	000	000	000	938*	000	000
448	16	5.375	1.728	000	063	000	063	063	813*	000	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

## Des Moines

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
449	16	5.938	1.886	000	688*	188	125	000	000	000	000	000
450	16	7.000	1.323	000	000	000	125	000	063	813*	000	000
451	16	6.938	1.784	000	000	000	188	000	375	000	438	000
452	16	6.813	1.236	000	000	000	063	000	063	875*	000	000
453	16	2.813	1.014	625*	000	000	125	000	000	188	000	063
454	15	2.467	.957	000	133	067	133	000	000	667*	000	000
455	15	2.000	1.414	000	200	067	067	000	067	600*	000	000
456	16	5.688	1.793	000	000	000	000	000	000	1000*	000	000
457	14	4.429	1.679	786*	000	000	143	000	000	000	066	071
458	16	2.250	1.299	000	000	000	000	000	000	875*	125	000
459	16	6.063	1.478	000	063	188	750*	000	000	000	000	000
460	16	1.813	1.236	000	000	000	000	000	063	625*	313	000
461	16	1.438	.864	000	000	000	000	000	750*	188	063	000
462	16	1.813	.950	063	000	000	000	000	000	938*	000	000
463	16	7.688	1.102	438	125	063	375	000	000	000	000	000
464	16	6.125	1.269	000	000	063	000	000	875*	000	000	063
465	15	3.333	1.135	000	067	000	000	333	000	533*	000	067
466	16	5.250	1.146	000	000	000	563*	000	438	000	000	000
467	16	2.813	1.014	813*	000	000	063	000	000	125	000	000
468	16	6.188	1.424	000	000	125	625*	063	063	000	125	000
469	16	7.250	1.299	063	875*	000	063	000	000	000	000	000
470	16	7.813	1.285	000	125	000	000	063	000	000	000	813*
471	16	2.438	.864	000	063	063	063	000	000	750*	063	000
472	16	7.063	1.478	000	000	000	000	063	938*	000	000	000
473	16	7.438	1.413	375	063	063	438	000	063	000	000	000
474	16	2.688	1.044	000	688*	063	188	000	063	000	000	000
475	16	2.438	1.059	063	000	000	063	000	000	188	000	688*
476	15	6.200	1.641	133	400	000	200	200	000	000	000	067
477	16	6.625	1.833	563*	000	000	063	188	000	125	063	000
478	16	7.125	2.260	125	000	000	000	000	063	000	375	438
479	16	6.438	1.413	000	063	125	750*	000	000	063	000	000
480	16	7.875	1.452	000	188	000	063	063	688*	000	000	000
481	16	5.625	1.932	000	063	250	313	000	250	000	125	000
482	16	7.375	1.317	500	250	000	188	063	000	000	000	000
483	16	2.750	.901	000	000	688*	250	000	063	000	000	000
484	16	6.688	2.113	000	000	063	688*	063	188	000	000	000
485	16	6.063	1.435	000	375	000	250	063	313	000	000	000
486	16	6.250	2.512	000	000	000	000	188	000	063	000	750*
487	16	1.625	1.317	000	000	000	063	000	000	750*	000	188
488	16	6.875	2.204	938*	000	000	000	000	000	000	000	063
489	15	5.333	1.300	000	333	067	067	200	267	000	000	067
490	15	6.400	2.332	000	000	067	333	000	133	067	000	400
491	16	7.625	1.269	000	125	063	000	750*	000	000	000	063
492	16	2.125	.992	000	188	000	563*	000	188	063	000	000
493	16	1.375	.599	438	000	000	188	000	000	313	000	063
494	16	7.500	1.414	125	063	000	000	688*	125	000	000	000
495	16	4.500	1.225	000	125	000	000	000	875*	000	000	000
496	16	4.375	1.536	063	750*	125	063	000	000	000	000	000
497	16	7.250	1.090	063	000	000	000	375	000	563*	000	000
498	16	5.813	1.333	000	000	125	813*	000	063	000	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification



ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
---	---	---	---	---	---	---	---	---	---	---	---	---
499	16	3.813	1.236	000	000	125	750*	000	125	000	000	000
500	16	7.375	1.166	000	000	000	000	250	000	750*	000	000
501	16	7.625	1.218	000	000	000	000	688*	313	000	000	000
502	16	5.813	2.186	000	000	000	625*	000	250	000	125	000
503	16	7.188	1.285	000	000	000	000	000	000	1000*	000	000
504	16	1.563	.864	000	000	000	000	000	000	000	1000*	000
505	16	6.063	2.221	000	063	000	625*	000	313	000	000	000
506	16	6.813	1.590	000	000	000	000	063	813*	063	000	063
507	16	6.063	1.088	000	063	000	000	125	000	000	000	813*
508	15	6.667	1.491	867*	000	000	000	067	000	000	000	067
509	15	8.133	1.204	000	000	000	000	000	000	667*	133	200
510	15	6.000	1.751	000	200	000	333	067	333	000	000	067
511	15	7.600	1.405	000	000	067	200	000	733*	000	000	000
512	16	1.613	.808	063	063	000	000	875*	000	000	000	000
513	15	7.800	1.166	000	000	000	000	800*	000	000	000	200
514	16	7.500	1.541	500	063	000	375	000	063	000	000	000
515	16	5.188	1.878	313	625*	000	000	000	000	063	000	000
516	16	1.125	.331	000	063	000	000	938*	000	000	000	000
517	15	6.133	1.893	067	000	000	000	067	000	467	333	067
518	15	7.867	1.310	133	333	133	267	000	133	000	000	000
519	16	7.500	1.581	063	063	063	750*	000	000	063	000	000
520	16	5.938	1.391	063	000	000	000	000	875*	000	000	063
521	15	1.933	1.123	000	400	133	200	200	067	000	000	000
522	16	3.063	1.248	063	750*	063	125	000	000	000	000	000
523	16	6.500	2.000	063	000	000	000	000	000	688*	125	125
524	16	5.813	1.236	000	063	063	625*	000	250	000	000	000
525	16	2.750	1.146	313	250	000	313	063	063	000	000	000
526	16	7.188	1.285	000	063	000	000	813*	125	000	000	000
527	16	5.500	1.225	000	125	000	125	000	750*	000	000	000
528	15	7.467	1.500	133	067	000	133	600*	067	000	000	000
529	16	5.125	1.317	000	000	000	063	000	938*	000	000	000
530	16	5.313	1.722	563*	000	000	125	000	313	000	000	000
531	16	6.813	1.333	000	000	000	000	000	000	250	750*	000
532	16	1.875	1.495	000	438	000	500	000	000	063	000	000
533	16	3.163	1.853	000	000	063	000	000	000	938*	000	000
534	16	8.063	1.298	313	125	000	125	125	063	000	000	250
535	16	2.438	1.368	000	563*	125	250	000	063	000	000	000
536	16	2.813	1.878	000	063	000	000	000	000	063	875*	000
537	16	2.000	1.732	000	875*	000	125	000	000	000	000	000
538	16	2.313	1.530	000	063	375	313	000	250	000	000	000
539	16	2.063	1.560	000	063	563*	125	000	188	063	000	000
540	16	7.375	1.409	000	125	063	000	000	813*	000	000	000
541	15	4.667	1.300	000	200	333	400	067	000	000	000	000
542	16	3.375	.992	000	000	000	000	000	000	1000*	000	000
543	16	6.438	.933	000	000	063	500	000	438	000	000	000
544	16	1.500	.707	000	000	000	125	063	813*	000	000	000
545	16	2.813	1.424	000	563*	000	250	000	000	125	000	063
546	16	6.813	1.333	063	000	000	000	000	000	438*	000	000
547	16	4.563	1.802	563*	063	000	250	125	000	000	000	000
548	16	1.813	.808	313	000	063	000	500	063	063	000	000

Decimal points on proportions omitted  
Asterisks indicate dimensions of classification

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
549	16	6.500	1.768	000	813*	000	000	188	000	000	000	000
550	16	7.688	1.488	688*	000	125	000	063	000	063	000	063
551	15	7.000	1.897	000	000	000	000	1000*	000	000	000	000
552	16	8.125	.992	000	250	000	063	000	625*	000	000	063
553	16	1.438	.609	125	500	188	125	063	000	000	000	000
554	16	6.688	1.609	000	000	000	063	000	000	938*	000	000
555	16	2.375	1.317	313	000	000	063	000	000	250	313	063
556	16	6.750	2.146	063	063	000	000	875*	000	000	000	000
557	16	2.063	1.345	188	000	188	125	000	125	000	125	250
558	16	2.000	.935	000	000	000	000	813*	000	188	000	000
559	16	2.813	1.629	000	188	000	125	000	688*	000	000	000
560	16	7.188	1.740	250	063	063	000	625*	000	000	000	000
561	16	5.625	1.932	000	438	063	313	000	188	000	000	000
562	16	1.625	.857	063	000	000	125	000	000	000	813*	000
563	16	6.625	1.409	063	000	125	250	000	563*	000	000	000
564	16	3.313	1.402	000	188	125	688*	000	000	000	000	000
565	16	3.875	1.763	000	188	000	000	000	813*	000	000	000
566	16	2.938	1.676	000	000	188	000	000	000	750*	063	000
567	16	1.375	.857	000	000	000	000	000	000	000	813*	188

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

# Listing of Items by Proportion of Endorsement in Each Category

## San Diego and Des Moines Combined Data

ITEM	F	MEAN	S.D.	A	B	C	D	E	F	G	H	I
1	21	6.714	1.966	57 *	00	00	143	00	190	00	00	095
2	21	6.810	1.763	714*	000	000	238	000	000	000	000	048
3	21	4.810	1.531	000	000	000	000	000	000	000	905*	095
4	21	6.714	1.314	143	000	000	238	048	524*	000	000	048
5	21	6.762	1.571	000	000	000	048	000	905*	000	000	048
6	21	7.333	1.584	000	000	000	000	000	000	095	000	905*
7	20	2.400	1.281	050	000	100	000	600*	100	100	000	050
8	21	3.905	1.231	000	143	000	429	000	429	000	000	000
9	21	6.333	2.031	667*	000	000	143	143	000	000	000	048
10	21	2.238	1.477	000	286	048	524*	000	143	000	000	000
11	20	2.550	1.431	550*	050	000	200	000	000	000	000	000
12	20	6.500	2.012	000	000	000	050	000	000	000	000	950*
13	21	6.381	1.838	048	057*	095	000	000	000	000	000	000
14	21	7.238	1.306	143	000	000	048	238	095	000	000	476
15	21	7.420	1.256	000	000	000	000	714*	000	000	000	246
16	21	7.381	1.704	000	100	000	000	048	000	000	000	952*
17	21	6.286	1.516	000	048	048	904*	000	000	000	000	000
18	20	3.900	1.095	000	000	000	350	000	600*	000	000	050
19	20	1.500	1.166	200	150	050	250	300	050	000	000	000
20	21	5.143	1.807	000	000	000	714*	000	286	000	000	000
21	21	6.571	1.330	762*	000	000	048	048	143	000	000	000
22	20	5.550	1.564	000	000	000	500	000	300	000	000	000
23	20	2.700	1.900	000	000	150	350	000	100	000	000	000
24	20	1.700	1.005	900*	000	000	000	000	000	100	000	000
25	21	7.095	1.659	952*	000	000	000	000	000	000	000	048
26	20	1.900	1.044	000	000	150	000*	000	050	000	000	000
27	10	1.525	.619	000	000	632*	158	000	211	000	000	000
28	21	2.476	1.580	810*	000	048	000	143	000	000	000	000
29	21	7.238	1.925	000	000	000	048	048	905*	000	000	090
30	20	2.000	1.378	650*	000	100	000	100	000	150	000	000
31	20	1.800	.872	000	000	350	300	000	250	000	000	000
32	21	7.429	1.591	000	095	190	048	000	667*	000	000	000
33	21	7.429	1.530	048	000	000	000	095	000	857*	000	000
34	21	6.810	2.015	000	000	000	000	000	048	095	000	857*
35	21	6.714	1.906	381	000	000	000	000	000	048	000	571*
36	21	7.381	1.675	905*	000	048	000	000	000	000	000	048
37	21	7.048	1.704	095	000	000	000	000	000	857*	000	048
38	20	1.550	1.161	000	000	000	000	500	000	500	000	000
39	21	3.810	2.084	000	095	143	714*	000	048	000	000	000
40	21	7.286	1.578	000	000	000	000	702*	000	140	000	048
41	20	5.900	1.814	000	000	000	000	000	000	700*	000	100
42	21	5.905	1.998	000	000	000	048	000	000	000	952*	000
43	20	7.650	1.405	000	750*	100	150	000	000	000	000	000
44	20	5.900	1.895	000	000	000	000	000	000	000	1000*	000
45	10	3.316	1.749	000	553	000	000	553	000	300	000	526*
46	20	6.250	1.337	000	000	000	000	950*	000	000	000	050
47	20	5.700	2.300	000	000	050	200	000	750*	000	000	000
48	20	6.550	2.037	000	000	000	250	400	350	000	000	000
49	18	6.722	1.789	000	000	000	000	000	000	000	1000*	000
50	19	5.947	2.164	000	000	000	000	000	000	000	526*	474

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

# San Diego and Des Moines Combined Data

ITEM		MEAN	S.D.	A	B	C	D	E	F	G	H	I
51	20	5.850	1.424	00	300	50	000	0	000	00	000	000*
52	20	6.500	2.289	050	000	000	000	000	000	900*	050	000
53	20	6.250	2.426	000	200	000	050	000	050	000	000	700*
54	20	3.250	2.364	000	250	000	350	00	400	000	000	000
55	20	6.300	1.900	000	100	000*	100	050	150	000	000	000
56	20	5.300	1.792	000	150	200	350	000	250	000	000	050
57	20	6.100	1.868	000	000	400	050	000	550*	000	000	000
58	20	7.300	1.552	000	000	000	000	000	000	850*	150	000
59	20	7.300	1.646	050	000	000	150	000	000	050	150	600*
60	20	2.900	1.609	350	050	050	500	050	000	000	000	000
61	20	7.150	1.851	000	050	000	050	800*	100	000	000	000
62	19	6.000	2.103	053	084*	000	000	000	000	100	000	150
63	19	6.263	1.659	000	000	000	000	000	000	947*	000	053
64	19	2.053	1.276	105	084*	105	053	000	000	053	000	000
65	20	6.950	1.396	000	000	000	000	750*	000	000	000	250
66	19	3.000	2.616	000	000	000	105	000	895*	000	000	000
67	20	7.350	1.652	000	000	000	000	700*	050	000	000	200
68	20	6.550	1.627	550*	100	000	150	150	000	000	000	050
69	19	1.500	1.167	222	000	000	000	000	000	000	000	774*
70	20	6.900	1.814	000	050	000	000	000	000	050	800*	100
71	19	1.000	0.000	000	000	000	000	1000*	000	000	000	000
72	19	6.889	2.208	056	000	000	000	800*	050	000	000	000
73	20	6.550	2.312	000	000	000	000	950*	000	050	000	000
74	19	5.579	2.135	000	000	053	000	737*	000	211	000	000
75	19	3.789	1.308	000	105	211	211	000	474	000	000	000
76	19	1.444	.497	667*	056	000	222	000	000	050	000	000
77	19	1.500	1.114	000	333	444	222	000	000	000	000	000
78	19	5.105	2.100	000	000	579*	105	000	316	000	000	000
79	19	5.263	2.769	000	105	105	000	000	211	421	053	105
80	21	6.952	2.035	000	952*	000	000	000	000	000	000	000
81	21	5.230	2.191	000	048	000	000	000	000	143	000	810*
82	20	5.400	2.375	400	000	000	000	550*	000	000	000	050
83	20	3.750	1.479	000	100	150	350	000	350	000	050	000
84	20	2.800	1.400	000	000	000	000	150	000	850*	000	000
85	21	4.810	1.562	000	000	048	143	000	714*	000	000	095
86	21	6.762	2.158	000	000	000	238	000	048	000	714*	000
87	20	6.800	2.088	000	450	000	000	000	050	050	000	450
88	21	5.905	1.588	000	095	000	000	000	000	000	905*	000
89	21	6.238	1.630	429	048	000	095	200	143	000	000	000
90	21	5.190	2.084	000	095	000	429	000	476	000	000	000
91	21	6.714	2.119	211*	048	000	143	000	000	000	000	000
92	21	7.571	1.917	000	000	429	000	571*	000	000	000	000
93	21	6.095	1.875	095	000	000	000	095	000	000	714*	095
94	21	7.381	1.889	000	048	000	000	095	000	000	000	857*
95	21	6.476	2.152	762*	000	000	048	000	000	143	000	048
96	20	2.750	1.445	000	000	150	000	000	000	300	000	350
97	21	6.619	2.360	000	048	000	000	381	000	000	000	571*
98	21	2.762	1.377	000	048	000	048	200	019*	000	000	000
99	21	1.381	.785	000	000	714*	095	000	00	143	000	000
100	21	6.333	2.061	000	095	048	714*	000	095	048	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification



San Diego and Des Moines Combined Data

ITEM	Q	MEAN	S.D.	A	B	C	D	E	F	G	H	T
101	20	2.200	1.400	00	00	00	000	100	000	100	*	000
102	20	2.150	1.152	000	150	350	000	050	400	050	000	000
103	21	3.295	2.180	667*	100	000	048	190	000	000	000	045
104	21	4.476	2.403	000	100	000	048	000	952*	000	000	000
105	21	6.905	1.477	762*	000	000	048	000	000	143	048	000
106	21	6.190	1.435	762*	000	000	000	238	000	000	000	000
107	20	6.900	2.071	700*	000	050	000	250	000	000	000	000
108	20	6.100	1.997	000	250	050	150	050	250	000	000	200
109	20	1.500	.806	000	000	000	000	000	700*	050	250	000
110	20	5.850	1.768	000	000	000	500	000	450	050	000	000
111	19	2.789	1.542	000	053	053	000	000	895*	000	000	050
112	19	1.895	1.209	000	000	000	000	000	053	895*	053	000
113	20	6.550	1.687	750*	000	000	200	000	050	000	000	000
114	19	2.263	1.331	000	000	000	947*	000	053	000	000	000
115	19	1.421	.674	000	000	000	000	000	000	158	842*	000
116	19	1.579	.936	000	000	000	000	1000*	000	000	000	000
117	20	7.700	1.418	000	000	000	000	750*	250	000	000	000
118	19	1.579	1.600	368	000	105	105	211	053	000	000	158
119	20	8.000	1.817	000	000	000	000	000	000	000	1000*	000
120	20	6.300	2.170	000	000	150	650*	000	200	000	000	000
121	20	5.150	2.414	000	050*	400	000	000	000	000	000	000
122	20	4.800	2.482	000	050	050	150	050	050	000	000	700*
123	19	2.211	1.055	000	000	000	000	000	000	632*	368	000
124	20	6.200	2.337	000	000	000	050	000	000	950*	000	000
125	20	5.200	1.691	000	050	000	050	000	900*	000	000	000
126	20	7.250	1.410	000	000	350	200	000	450	000	000	000
127	19	1.105	.307	000	842*	000	053	000	053	053	000	000
128	19	3.368	1.898	000	263	000	053	000	684*	000	000	000
129	20	5.500	1.936	000	000	000	000	200*	000	050	000	000
130	18	3.556	1.450	000	167	000	000	000	167	056	000	611*
131	20	6.150	1.682	100	000	000	000	150	000	000	300	450
132	19	4.842	2.498	000	000	000	053	000	000	947*	000	000
133	20	6.950	1.284	000	050	000	000	150	350	000	000	450
134	20	4.400	1.934	000	000	000	450	000	550*	000	000	000
135	19	7.105	1.651	000	000	421	421	000	158	000	000	000
136	20	6.700	1.952	850*	000	050	050	050	000	000	000	000
137	18	2.611	2.031	000	056	056	111	111	667*	000	000	000
138	20	1.900	1.221	000	000	150	000*	000	200	050	000	000
139	20	7.050	2.109	050	000	000	000	000	000	950*	000	000
140	20	6.500	1.718	050	450	400	050	000	000	000	000	050
141	20	3.900	1.997	000	000	350	200	000	450	000	000	000
142	19	1.105	.447	000	211	000	000	000	000	000	000	700*
143	18	2.333	1.155	000	111	000	000	111	778*	000	000	000
144	19	2.895	1.721	737*	105	000	105	000	000	000	000	050
145	20	5.500	2.398	050	050*	050	050	000	000	000	000	000
146	19	2.684	1.079	000	105	000	211	000	684*	000	000	000
147	20	7.250	2.046	050	000	050	050	000	000	050	000	800*
148	19	1.368	.581	526*	000	000	000	421	000	000	000	053
149	20	6.000	1.417	050	450	000	100	050	050	000	000	300
150	19	2.053	1.020	263	316	000	053	000	000	000	000	368

Decimal points on proportions omitted  
Asterisks indicate dimensions of classification

# San Diego and Des Moines Combined Data

ITEM	A	BEAL	S.D.	a	b	c	d	e	f	g	h	i
151	20	6.450	1.564	70*	00	150	200	00	000	00	000	050
152	20	6.750	1.841	000	050	000	050	000	900*	000	000	000
153	20	6.050	2.085	000	250	050	650*	000	050	000	000	000
154	20	6.350	2.007	250	000	100	000	150	350	100	000	050
155	10	5.579	2.435	000	200	000	105	053	000	000	000	632*
156	18	3.889	1.728	000	056	000	000	000	944*	000	000	000
157	20	6.400	1.625	000	300	000	050	000	000	050	000	600*
158	20	6.000	1.975	000	200	050	050	000	150	000	000	550*
159	10	2.632	1.179	158	000	000	000	000	000	789*	053	000
160	21	6.714	1.777	000	000	000	000	000	000	1000*	000	000
161	20	6.500	1.900	000	000	150	650*	000	200	000	000	000
162	20	6.900	1.578	000	050	000	050	800*	050	000	000	050
163	21	6.429	1.433	095	000	048	000	657*	000	000	000	000
164	21	7.238	1.823	000	762*	143	095	000	000	000	000	000
165	20	3.000	1.871	000	050	500	350	000	100	000	000	000
166	21	6.762	1.659	048	000	957*	095	000	000	000	000	000
167	20	1.450	.669	850*	000	000	000	000	000	150	000	000
168	21	6.714	1.829	048	000	000	000	000	000	000	952*	000
169	21	7.143	1.582	048	952*	000	000	000	000	000	000	000
170	20	2.200	1.400	000	000	000	000	000	000	850*	150	000
171	21	5.571	1.530	000	000	667*	048	048	000	095	040	095
172	20	1.450	.669	000	000	200	450	000	350	000	000	000
173	20	6.050	1.465	000	000	650*	100	000	250	000	000	000
174	21	7.048	1.838	048	000	000	000	952*	000	000	000	000
175	21	3.667	1.168	040	238	238	429	048	000	000	000	000
176	21	2.524	1.435	905*	000	048	000	048	000	000	000	000
177	21	6.310	1.967	000	000	000	000	000	000	000	1000*	000
178	21	4.476	2.217	000	000	048	905*	000	048	000	000	000
179	21	3.476	1.500	000	000	000	000	000	000	000	1000*	000
180	21	2.667	1.584	000	000	619*	238	000	143	000	000	000
181	21	2.100	1.295	000	048	190	000	048	667*	000	048	000
182	21	7.524	1.592	952*	000	000	000	048	000	000	000	000
183	21	5.296	2.228	857*	000	000	048	000	000	000	095	000
184	20	2.650	1.014	350	000	050	000	600*	000	000	000	000
185	21	5.905	1.269	000	952*	000	048	000	000	000	000	000
186	21	7.238	1.377	000	000	048	000	857*	048	000	000	048
187	20	1.950	1.023	000	1000*	000	000	000	000	000	000	000
188	20	4.950	1.746	050	000	900*	000	000	000	050	000	000
189	21	6.619	1.675	000	048	000	000	762*	095	000	000	095
190	21	6.476	1.468	048	143	000	667*	000	143	000	000	000
191	20	1.500	.671	600*	000	050	050	000	000	300	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

San Diego and Des Moines Combined Data

ITEM	N	MEAN	S.D.	A	R	C	D	E	F	G	H	I
---	---	---	---	---	---	---	---	---	---	---	---	---
192	23	2.217	1.317	000	000	043	000	043	000	130	000	783*
193	23	7.217	1.317	000	261	000	000	174	000	000	000	565*
194	22	1.682	.873	045	045	000	045	818*	045	000	000	000
195	23	1.696	.748	000	043	000	043	043	870*	000	000	000
196	22	1.864	1.013	000	000	727*	182	000	091	000	000	000
197	22	2.136	1.099	409	000	091	364	045	000	091	000	000
198	22	2.500	1.438	500	000	000	136	000	000	273	000	091
199	21	7.333	1.700	143	333	000	048	429	048	000	000	000
200	23	2.174	1.049	565*	000	043	348	000	000	043	000	000
201	22	2.500	1.752	545*	091	045	273	000	000	045	000	000
202	22	6.500	2.350	045	045	000	000	091	000	000	000	818*
203	19	7.368	1.870	632*	000	000	053	000	000	000	000	316
204	22	2.591	1.946	000	091	000	091	000	818*	000	000	000
205	22	6.182	2.208	636*	000	091	273	000	000	000	000	000
206	22	2.409	1.267	000	682*	091	091	000	000	091	000	045
207	22	7.636	1.666	091	000	000	000	864*	045	000	000	000
208	21	7.333	1.425	000	000	000	000	857*	000	000	000	143
209	22	2.227	1.756	000	500	000	227	000	045	000	000	227
210	20	1.650	.792	000	000	000	200	000	050	000	700*	050
211	20	2.450	1.627	000	000	000	000	000	300	700*	000	000
212	21	2.048	1.253	429	000	048	333	000	143	048	000	000
213	21	6.952	2.081	048	000	000	048	000	762*	095	000	048
214	21	6.952	1.647	000	000	000	000	000	000	000	1000*	000
215	21	5.286	2.141	571*	143	000	286	000	000	000	000	000
216	21	1.667	.943	000	095	000	000	000	762*	048	095	000
217	21	6.190	1.893	000	000	000	095	000	762*	095	000	048
218	21	2.286	1.777	000	095	048	000	000	095	000	762*	000
219	21	7.286	1.829	000	000	000	048	810*	048	000	000	095
220	21	6.143	1.726	000	810*	048	095	000	000	000	000	048
221	21	7.524	1.867	000	000	000	048	143	000	143	000	667*
222	21	7.095	1.716	000	000	000	095	000	619*	000	286	000
223	20	7.050	1.596	650*	000	100	050	200	000	000	000	000
224	20	7.550	1.658	000	300	100	350	100	050	000	000	100
225	21	7.190	1.789	000	000	000	000	000	1000*	000	000	000
226	21	1.381	.653	571*	000	048	000	000	000	000	143	238
227	20	1.150	.477	050	300	250	150	050	200	000	000	000
228	20	4.400	2.956	050	450	000	350	000	050	000	000	100
229	21	7.095	1.716	095	000	000	048	762*	000	000	048	048
230	21	6.571	1.650	048	000	000	048	714*	000	000	000	190
231	21	5.714	1.666	000	000	000	000	000	000	1000*	000	000
232	21	1.762	1.509	048	000	000	095	000	000	048	762*	048
233	21	6.524	2.281	000	857*	000	048	048	000	048	000	000
234	21	2.048	.844	000	048	095	381	000	476	000	000	000
235	21	1.476	.663	952*	000	000	048	000	000	000	000	000
236	20	1.700	.954	050	400	050	500	000	000	000	000	000
237	21	5.905	1.477	048	190	048	000	000	048	000	000	667*
238	20	1.500	.975	200	700*	050	050	000	000	000	000	000
239	21	7.286	2.207	143	619*	048	190	000	000	000	000	000
240	20	7.150	2.032	100	700*	000	200	000	000	000	000	000
241	21	3.381	2.011	524*	048	000	048	000	000	238	000	143

Decimal points on proportions omitted  
Asterisks indicate dimensions of classification



San Diego and Des Moines Combined Data

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
---	---	---	---	---	---	---	---	---	---	---	---	---
242	20	5.350	2.080	050	000	000	000	000	250	650*	050	000
243	21	6.857	1.807	048	905*	000	048	000	000	000	000	000
244	21	7.000	1.826	000	190	000	000	476	000	000	048	286
245	20	2.750	1.785	000	300	250	350	000	100	000	000	000
246	21	6.714	1.419	000	000	000	048	048	762*	095	000	048
247	20	6.450	1.564	050	150	000	100	150	500	000	000	050
248	20	1.800	1.400	850*	000	050	100	000	000	000	000	000
249	20	7.000	1.517	100	000	000	050	000	000	050	800*	000
250	20	1.700	1.345	100	000	000	050	750*	100	000	000	000
251	20	7.100	1.480	050	000	000	000	000	000	950*	000	000
252	20	7.600	1.463	000	050	200	000	650*	050	000	000	050
253	20	3.200	2.015	700*	100	050	150	000	000	000	000	000
254	18	7.278	2.399	000	000	000	000	444	000	000	000	556*
255	20	1.950	1.910	000	000	000	000	000	1000*	000	000	000
256	20	2.250	1.757	000	000	000	200	800*	000	000	000	000
257	19	2.368	1.783	000	316	000	158	053	474	000	000	000
258	19	6.684	1.656	000	526*	000	000	000	000	105	000	368
259	18	7.389	2.240	000	000	000	000	778*	000	000	000	222
260	19	6.263	2.531	000	000	053	105	000	000	000	158	684*
261	19	6.579	1.600	053	105	053	000	000	053	579*	053	105
262	19	7.263	1.481	000	000	000	000	1000*	000	000	000	000
263	19	2.579	1.726	053	000	000	000	000	000	947*	000	000
264	19	6.526	2.061	053	000	000	000	053	000	105	000	789*
265	17	6.882	1.641	059	647*	000	176	059	059	000	000	000
266	19	7.579	1.228	000	053	737*	053	000	158	000	000	000
267	19	3.632	1.629	000	000	053	105	000	842*	000	000	000
268	19	6.105	1.944	053	000	000	000	000	105	368	263	211
269	19	7.947	1.234	053	684*	000	000	263	000	000	000	000
270	16	2.875	1.833	688*	063	000	188	063	000	000	000	000
271	19	2.000	1.487	053	000	000	000	000	000	316	632*	000
272	21	7.810	1.735	048	000	000	000	714*	000	000	000	238
273	21	2.238	1.601	048	333	333	286	000	000	000	000	000
274	21	1.238	.426	000	000	000	095	762*	000	000	143	000
275	21	5.571	1.815	286	000	000	000	714*	000	000	000	000
276	19	1.632	1.596	158	053	000	000	000	000	737*	000	053
277	19	1.368	1.563	158	000	000	053	789*	000	000	000	000
278	21	6.476	2.383	000	000	143	048	000	048	000	762*	000
279	20	7.500	1.533	050	000	000	050	000	000	800*	050	050
280	21	2.476	1.531	190	000	000	000	667*	000	095	000	048
281	20	6.800	1.631	150	500	000	150	200	000	000	000	000
282	20	6.600	1.691	600*	000	000	100	250	000	000	000	050
283	20	1.750	1.410	050	000	000	050	200	000	150	500	050
284	20	6.400	1.715	000	000	000	050	950*	000	000	000	000
285	21	5.571	2.280	000	000	286	333	095	238	000	000	048
286	21	2.238	1.949	000	000	000	048	000	857*	048	048	000
287	21	6.095	2.045	048	048	333	000	000	048	524*	000	000
288	20	5.200	2.272	000	000	250	300	000	400	000	050	000
289	20	7.450	1.396	000	150	050	600*	050	100	000	000	050
290	21	7.333	1.491	000	048	048	000	905*	000	000	000	000
291	21	1.524	1.708	143	190	048	048	000	000	000	000	571*

Decimal points on proportions omitted

Asterisks indicate dimensions of classification



San Diego and Des Moines Combined Data

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
----	---	-----	-----	---	---	---	---	---	---	---	---	---
292	21	1.810	1.531	000	000	000	048	905*	000	000	048	000
293	20	7.800	1.249	000	450	000	000	000	000	000	000	550*
294	21	7.095	1.770	048	000	000	000	619*	333	000	000	000
295	20	1.700	1.764	100	000	000	050	800*	000	000	000	050
296	22	3.364	1.494	000	000	000	000	000	909*	045	045	000
297	22	4.000	2.256	000	045	000	091	000	864*	000	000	000
298	21	7.238	1.571	714*	000	000	095	000	143	000	048	000
299	21	6.667	1.643	238	000	000	000	333	095	000	143	190
300	22	5.364	2.186	182	500	000	227	000	045	000	000	045
301	19	2.105	1.774	053	000	000	053	000	053	000	053	789*
302	21	6.714	1.485	190	000	000	048	000	429	238	000	095
303	22	6.545	1.852	000	227	455	273	000	045	000	000	000
304	22	7.409	1.696	000	000	045	000	909*	045	000	000	000
305	22	2.182	1.613	000	000	000	000	000	000	000	818*	182
306	22	1.727	1.321	000	000	000	000	045	000	000	909*	045
307	21	2.667	1.782	571*	000	000	095	333	000	000	000	000
308	21	1.571	1.330	000	095	000	000	571*	048	000	000	286
309	21	1.762	1.231	762*	000	000	000	000	190	000	048	000
310	22	8.182	1.154	182	000	000	000	727*	091	000	000	000
311	20	5.050	2.312	100	000	400	250	000	250	000	000	000
312	22	7.045	2.099	000	000	000	364	000	636*	000	000	000
313	22	6.500	1.340	000	227	136	000	045	000	182	000	409
314	20	2.350	1.459	000	200	300	050	000	450	000	000	000
315	22	3.182	2.146	000	045	000	136	000	818*	000	000	000
316	22	7.136	1.486	091	000	000	000	818*	000	000	000	091
317	21	2.095	1.231	000	095	048	190	000	667*	000	000	000
318	21	7.333	1.458	000	000	000	000	000	000	000	857*	143
319	21	5.952	2.572	000	000	048	000	000	000	714*	190	048
320	21	1.905	1.411	000	333	571*	095	000	000	000	000	000
321	21	1.762	1.019	000	476	048	333	000	143	000	000	000
322	21	6.238	1.925	000	095	000	095	000	048	143	095	524*
323	21	4.905	1.925	000	000	000	095	000	905*	000	000	000
324	21	7.000	1.690	000	048	000	000	857*	000	000	000	095
325	20	6.850	1.740	050	000	000	000	950*	000	000	000	000
326	21	5.190	1.500	000	000	048	714*	048	190	000	000	000
327	20	6.800	2.135	000	000	000	350	000	000	050	150	450
328	21	7.667	1.321	048	000	000	048	000	000	000	095	810*
329	22	6.773	1.730	000	727*	045	000	182	045	000	000	000
330	22	7.182	1.749	000	591*	000	091	000	318	000	000	000
331	22	5.955	1.461	000	273	136	318	000	273	000	000	000
332	21	1.381	1.495	048	000	000	048	905*	000	000	000	000
333	21	6.619	1.174	095	190	000	667*	048	000	000	000	000
334	22	6.318	1.940	409	000	045	091	000	000	455	000	000
335	21	7.000	2.000	000	286	000	143	571*	000	000	000	000
336	22	2.500	1.306	000	000	500	227	000	273	000	000	000
337	21	2.000	1.574	000	048	286	095	000	524*	048	000	000
338	22	2.818	1.302	000	045	045	636*	000	227	000	000	045
339	22	1.591	.984	045	000	000	000	773*	045	000	000	136
340	23	3.696	2.009	217	000	000	043	000	000	522*	174	043
341	23	2.261	1.451	087	174	000	304	043	000	261	043	087

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

San Diego and Des Moines Combined Data

ITEM	N	MEAN	S.D.	A	R	C	D	E	F	G	H	I
---	---	---	---	---	---	---	---	---	---	---	---	---
342	23	3.870	1.541	000	000	217	304	000	478	000	000	000
343	23	1.565	.924	000	000	000	000	000	1000*	000	000	000
344	22	7.500	1.270	000	091	000	000	773*	000	045	000	091
345	23	1.957	1.899	000	000	000	087	000	000	174	304	435
346	22	5.045	2.619	000	091	273	182	045	409	000	000	000
347	20	1.900	.889	000	000	450	250	000	300	000	000	000
348	22	3.091	1.928	727*	000	000	045	000	000	182	000	045
349	21	1.524	1.139	667*	000	000	000	000	048	095	095	095
350	21	7.333	1.886	190	190	000	000	333	000	000	000	286
351	22	1.500	1.118	227	227	000	045	091	000	227	000	182
352	22	4.409	1.875	000	000	000	455	000	545*	000	000	000
353	22	6.909	1.703	136	091	091	045	000	000	045	000	591*
354	22	2.591	1.946	000	000	000	000	000	000	1000*	000	000
355	22	7.136	1.391	000	045	000	182	000	773*	000	000	000
356	22	4.136	2.007	000	136	045	136	000	682*	000	000	000
357	22	5.864	1.841	000	000	045	091	000	864*	000	000	000
358	22	6.455	2.016	182	091	000	000	182	000	000	000	545*
359	22	6.545	1.751	545*	000	000	364	000	045	000	000	045
360	22	1.727	1.483	773*	000	091	091	045	000	000	000	000
361	22	6.273	1.684	000	045	773*	000	000	182	000	000	000
362	22	2.591	1.669	000	000	000	000	000	000	000	1000*	000
363	23	7.348	1.463	087	000	000	043	000	043	348	000	478
364	22	1.545	1.076	000	182	000	045	636*	136	000	000	000
365	22	1.955	1.147	000	500	409	045	045	000	000	000	000
366	22	1.818	1.154	364	000	000	045	591*	000	000	000	000
367	23	7.000	1.588	000	000	000	130	000	130	000	000	739*
368	23	1.696	1.081	000	000	000	087	000	913*	000	000	000
369	23	1.565	.825	000	000	000	000	000	000	174	826*	000
370	23	1.217	1.020	000	565*	130	087	087	087	000	000	043
371	23	6.696	1.572	000	000	000	000	000	870*	043	000	087
372	23	2.826	1.857	043	130	087	087	000	087	000	000	565*
373	23	7.174	1.403	043	000	000	043	870*	000	043	000	000
374	23	2.261	1.823	000	000	000	000	000	913*	000	043	043
375	23	2.130	1.825	043	043	000	043	826*	043	000	000	000
376	23	7.174	1.761	000	000	000	000	000	000	957*	000	043
377	23	2.304	1.705	000	000	000	043	000	000	087	870*	000
378	23	1.652	1.088	087	043	000	000	000	348	043	348	130
379	23	1.522	.714	000	000	000	000	130	000	000	826*	043
380	23	7.652	1.237	043	652*	043	130	043	000	000	000	087
381	23	6.565	1.378	043	087	000	000	000	522*	261	000	087
382	23	5.478	1.441	000	087	043	217	000	652*	000	000	000
383	23	5.957	1.756	000	000	000	391	000	609*	000	000	000
384	23	3.043	2.236	000	522*	043	348	087	000	000	000	000
385	23	1.217	.507	000	000	000	043	130	000	087	652*	087
386	23	1.565	.876	000	739*	043	087	000	000	087	000	043
387	23	1.217	.657	043	000	000	000	696*	000	000	043	217
388	23	6.348	2.352	522*	000	000	478	000	000	000	000	000
389	23	1.913	1.558	000	000	000	000	000	1000*	000	000	000
390	23	1.783	1.350	000	000	087	000	000	826*	000	000	087
391	23	2.174	1.307	000	000	000	000	000	957*	000	043	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

San Diego and Des Moines Combined Data

ITEM	N	MEAN	S.D.	A	R	C	D	E	F	G	<del>H</del>	<del>I</del>
---	---	---	---	---	---	---	---	---	---	---	---	---
392	22	1.545	.838	045	500	045	182	000	000	000	000	227
393	22	1.773	1.125	000	818*	045	091	000	000	000	000	045
394	23	1.652	1.127	000	000	000	000	000	000	000	870*	130
395	22	4.318	2.182	455	000	045	455	045	000	000	000	000
396	23	2.348	1.549	000	043	435	043	000	478	000	000	000
397	23	6.522	2.224	043	739*	000	087	130	000	000	000	000
398	22	1.000	0.000	000	045	000	000	636*	000	045	136	136

Decimal points on proportions omitted

Asterisks indicate dimensions of classification



San Diego and Des Moines Combined Data

ITEM	A	MEAN	S.D.	A	B	C	D	E	F	G	H	I
399	27	6.963	1.551	148	000	000	000	607*	148	00	000	037
400	26	2.269	1.256	000	000	038	000	000	885*	000	000	077
401	27	2.481	1.086	593*	037	111	185	000	000	000	000	074
402	27	1.254	.583	037	667*	000	074	148	037	000	000	037
403	27	5.852	1.976	000	185	074	667*	000	000	074	000	000
404	27	2.222	1.525	037	296	000	370	111	074	000	111	000
405	27	1.815	1.334	037	037	000	037	849*	000	000	000	000
406	27	1.704	.710	000	104*	000	185	037	074	000	000	000
407	27	2.185	1.248	000	074	074	000	815*	000	000	000	037
408	27	2.630	1.392	000	000	000	000	852*	000	111	037	000
409	26	1.808	1.038	000	000	000	000	154	000	808*	000	038
410	27	2.741	1.897	074	000	370	074	222	000	222	000	037
411	27	6.704	1.662	111	111	000	074	000	000	407	000	296
412	27	2.333	1.700	037	000	037	037	401	333	037	037	000
413	27	1.926	1.383	000	000	000	000	903*	037	000	000	000
414	27	5.519	1.641	000	222	037	556*	000	148	000	000	037
415	27	2.778	1.571	333	222	000	444	000	000	000	000	000
416	27	2.778	1.685	111	000	000	000	000	000	111	000	778*
417	27	2.222	1.165	037	000	630*	037	000	000	296	000	000
418	27	5.407	2.628	259	074	000	333	148	000	000	185	000
419	27	3.185	1.334	000	000	037	037	037	000	852*	037	000
420	27	6.704	1.651	704*	000	037	000	000	000	222	037	000
421	27	3.185	1.362	815*	000	074	074	000	000	037	000	000
422	26	7.269	1.630	000	538*	000	077	000	385	000	000	000
423	27	5.148	1.976	000	000	000	000	1000*	000	000	000	000
424	27	2.444	.994	000	148	519*	333	000	000	000	000	000
425	27	3.037	1.753	000	074	000	074	000	652*	000	000	000
426	26	4.038	1.411	115	231	231	154	000	192	077	000	000
427	27	3.519	2.217	000	444	037	000	111	333	000	000	074
428	27	2.519	1.067	778*	000	000	111	000	000	074	000	037
429	27	7.111	1.423	000	259	037	037	000	556*	111	000	000
430	27	2.037	1.105	000	148	333	259	000	259	000	000	000
431	27	7.407	1.341	222	000	000	037	741*	000	000	000	000
432	27	7.185	1.516	000	000	000	000	000	778*	037	000	185
433	27	7.370	1.519	037	593*	037	074	111	148	000	000	000
434	27	2.037	1.105	111	444	037	296	074	000	000	037	000
435	27	2.333	1.540	074	000	000	074	000	000	315*	037	000
436	27	5.259	1.659	630*	000	037	111	000	074	111	000	037
437	27	2.148	1.483	000	037	111	037	815*	000	000	000	000
438	27	6.491	1.708	074	333	000	259	037	222	000	000	074
439	27	2.296	1.082	074	556*	111	259	000	000	000	000	000
440	26	4.423	1.945	000	038	000	192	000	764*	000	000	000
441	27	2.481	1.664	000	000	000	000	926*	000	000	037	037
442	27	7.222	1.397	000	000	000	037	826*	000	000	000	037
443	27	6.593	2.249	222	000	037	074	667*	000	000	000	000
444	27	1.926	.857	000	000	037	000	000	037	885*	037	000
445	27	7.370	1.590	111	000	000	222	000	000	441	148	037
446	27	2.815	1.362	074	111	000	000	000	000	537*	000	185
447	27	7.236	1.409	000	000	037	000	000	111	778*	000	074
448	27	5.074	1.824	000	111	000	037	037	615*	000	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification



San Diego and Des Moines Combined Data

ITEM	A	MEAN	S.D.	A	B	C	D	E	F	G	H	I
449	27	5.926	1.783	037	593*	148	185	000	37	00	000	000
450	27	7.222	1.370	000	000	000	074	074	037	815*	000	000
451	27	6.926	1.608	000	000	000	222	000	370	000	407	000
452	27	6.778	1.595	000	000	000	037	000	37	926*	000	000
453	27	2.778	1.100	519*	000	000	148	000	000	222	037	074
454	26	2.346	1.107	037	154	038	115	000	000	654*	000	000
455	26	1.769	1.154	000	154	077	038	000	077	654*	000	000
456	27	5.370	1.889	000	000	000	000	037	000	926*	000	037
457	25	3.520	2.022	680*	090	000	120	000	000	000	000	080
458	27	2.333	1.764	000	000	000	000	000	037	889*	074	000
459	27	6.074	1.412	000	074	296	593*	000	037	000	000	000
460	27	1.926	1.215	000	000	000	000	000	074	667*	259	000
461	27	1.407	.782	000	000	000	000	000	741*	222	037	000
462	27	1.778	.916	037	000	000	000	000	000	963*	000	000
463	27	7.000	1.587	296	148	074	481	000	000	000	000	000
464	27	8.074	1.331	000	000	037	000	000	926*	000	000	037
465	26	2.808	1.331	000	038	000	000	308	000	577*	000	077
466	27	4.481	1.751	000	000	000	407	000	593*	000	000	000
467	27	3.037	1.478	778*	000	000	074	000	000	148	000	000
468	27	5.778	1.548	000	037	222	519*	037	037	000	148	000
469	27	7.295	1.435	037	089*	000	037	000	000	000	000	037
470	27	7.852	1.268	000	111	000	000	037	000	000	000	852*
471	27	2.481	1.067	000	037	037	037	000	037	815*	037	000
472	27	6.815	1.441	000	000	037	037	037	889*	000	000	000
473	27	7.630	1.281	296	074	074	370	037	111	037	000	000
474	27	2.630	1.094	000	667*	148	148	000	037	000	000	000
475	27	2.407	1.570	037	000	000	037	037	000	148	037	704*
476	26	8.308	1.323	115	402	000	192	154	000	000	000	077
477	27	7.074	1.720	556*	000	037	111	148	037	074	037	000
478	27	7.037	1.972	111	000	000	037	037	037	000	259	519*
479	27	6.222	1.499	000	074	148	704*	000	037	037	000	000
480	27	7.667	1.414	000	148	000	111	037	704*	000	000	000
481	27	5.407	2.059	000	037	370	259	000	259	000	074	000
482	27	7.296	1.383	593*	185	000	148	037	037	000	000	000
483	27	2.778	.994	037	000	778*	148	000	037	000	000	000
484	27	6.519	1.988	000	000	148	667*	037	148	000	000	000
485	27	6.148	1.458	000	370	000	222	037	370	000	000	000
486	27	6.185	2.510	037	037	000	000	111	000	037	037	741*
487	27	1.556	1.257	000	000	000	037	000	000	630*	037	296
488	27	6.815	2.037	852*	000	000	000	037	000	037	000	074
489	26	3.346	1.440	000	308	038	115	154	269	00	000	115
490	26	6.269	2.030	030	000	030	385	000	115	038	038	346
491	27	7.441	1.344	037	148	037	000	741*	000	000	000	037
492	27	2.259	1.294	037	222	000	44*	000	222	037	037	000
493	27	1.667	1.361	556*	000	000	111	000	000	222	000	111
494	27	7.704	1.383	111	037	037	000	630*	185	000	000	000
495	27	4.296	1.486	000	111	000	037	000	852*	000	000	000
496	27	4.333	1.700	037	015*	074	074	000	000	000	000	000
497	27	7.185	1.248	074	000	000	000	296	037	593*	000	000
498	27	6.037	1.452	000	000	111	852*	000	037	000	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

San Diego and Des Moines Combined Data

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
499	27	3.593	1.748	00	037	035	667*	0	111	00	00	000
500	27	7.111	1.286	000	000	000	000	1-5	000	815*	000	000
501	27	7.481	1.258	000	000	000	000	7-4*	296	000	000	000
502	27	5.185	2.261	005	000	037	519*	0-0	254	000	185	000
503	27	7.111	1.663	005	000	000	000	000	000	100-*	000	000
504	27	1.593	.913	000	000	000	000	000	000	037	926*	037
505	27	5.519	2.079	000	074	000	667*	000	254	000	000	000
506	27	6.630	1.519	000	000	000	000	037	889*	037	000	037
507	27	7.556	1.618	000	037	000	000	074	000	000	000	889*
508	26	6.423	1.573	769*	000	000	000	077	000	038	000	115
509	26	7.846	1.292	000	000	000	000	000	000	731*	077	192
510	26	6.038	1.786	000	259	000	398	038	346	000	000	038
511	26	7.269	1.508	000	000	038	231	000	731*	000	000	000
512	27	1.667	.861	037	037	000	000	852*	037	037	000	000
513	26	7.346	1.357	000	000	000	000	769*	000	000	000	231
514	27	7.148	1.736	371	037	000	481	037	037	037	000	000
515	27	4.407	2.182	296	556*	037	037	037	000	037	000	000
516	27	1.259	.583	000	037	000	000	963*	000	000	000	000
517	26	6.000	1.881	038	000	000	000	058	000	615*	269	038
518	25	7.280	1.950	120	360	120	200	000	120	000	000	000
519	27	7.444	1.663	074	037	037	778*	000	037	037	000	000
520	27	6.259	1.691	111	000	000	000	000	552*	000	000	037
521	26	1.808	1.144	000	462	231	115	154	038	000	000	000
522	27	2.778	1.397	074	015*	037	074	000	000	000	000	000
523	27	6.148	1.995	074	000	000	000	074	000	667*	111	074
524	27	5.963	1.261	000	037	037	741*	000	185	000	000	000
525	27	2.704	1.486	296	259	000	333	037	074	000	000	000
526	27	7.000	1.333	000	074	000	000	778*	148	000	000	000
527	27	3.370	1.636	000	111	000	148	037	704*	000	000	000
528	26	7.154	1.610	154	115	038	077	577*	038	000	000	000
529	27	4.444	1.595	000	074	000	037	000	089*	000	000	000
530	27	5.333	1.743	593*	000	037	074	000	296	000	000	000
531	27	6.704	1.096	111	000	000	037	000	000	148	704*	000
532	27	1.704	1.383	000	070	037	444	000	037	037	074	000
533	27	2.815	1.765	000	000	037	000	000	000	852*	074	037
534	27	2.000	1.155	333	111	000	111	148	037	000	000	259
535	27	2.296	1.242	000	343*	185	185	000	037	000	000	000
536	27	2.704	1.842	037	111	000	000	000	037	815*	000	000
537	27	1.815	1.441	000	852*	000	148	000	000	000	000	000
538	27	2.296	1.842	000	074	407	296	000	222	000	000	000
539	27	1.815	1.334	000	037	556*	074	000	296	037	000	000
540	27	7.037	1.815	000	074	037	037	000	852*	000	000	000
541	26	4.731	1.654	000	192	385	385	038	000	000	000	000
542	27	3.556	1.499	000	000	000	000	000	000	963*	037	000
543	27	6.444	1.257	000	000	037	556*	000	407	000	000	000
544	27	1.431	.739	000	000	000	074	037	889*	000	000	000
545	27	2.519	1.398	000	030*	000	222	000	000	111	000	037
546	27	6.481	1.500	037	000	000	000	000	000	963*	000	000
547	27	3.852	1.860	481	185	000	185	148	000	000	000	000
548	27	1.741	.798	185	000	037	000	667*	037	037	000	037

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

San Diego and Des Moines Combined Data

ITEM	N	DEATH	S.P.	A	B	C	D	E	F	G	H	I
549	27	6.815	1.826	00	704*	00	000	05	37	00	000	074
550	27	7.407	1.705	667*	000	111	000	074	000	037	000	111
551	26	7.154	1.875	038	000	000	000	962*	000	000	000	000
552	27	8.148	1.008	000	259	000	037	037	630*	000	000	037
553	27	1.519	.739	074	667*	111	111	037	000	000	000	000
554	27	6.880	1.595	000	000	000	037	000	000	963*	000	000
555	27	2.185	1.248	296	037	000	037	000	000	296	259	074
556	27	6.519	1.873	074	074	000	000	778*	000	000	000	074
557	27	1.926	1.152	111	000	259	148	000	148	000	148	185
558	27	1.704	.853	000	000	000	000	556*	000	407	000	037
559	27	2.741	1.936	000	222	000	185	000	556*	000	037	000
560	27	7.148	1.957	222	074	037	037	556*	037	000	000	037
561	27	6.000	2.211	037	481	074	185	000	222	000	000	000
562	27	1.593	.828	074	000	000	074	000	000	000	815*	037
563	27	6.148	1.779	037	074	148	222	000	519*	000	000	000
564	27	2.880	1.397	000	185	111	593*	000	074	000	000	037
565	27	3.880	1.595	000	101	000	037	000	852*	000	000	000
566	27	2.519	1.450	000	000	111	037	000	000	815*	037	000
567	27	1.407	.782	000	000	000	000	000	000	000	852*	148

Decimal points on proportions omitted

Asterisks indicate dimensions of classification





## A P P E N D I X   C

### Retranslating Behavior Examples Using Rater Pairs



## RETRANSLATING BEHAVIOR EXAMPLES USING RATER PAIRS

The behavior scaling methodology (Smith & Kendall, 1963; Dunnette, 1966) has recently gained considerable popularity as a means of developing behavior based performance rating scales for a variety of jobs (e.g., nurses--Smith & Kendall, 1963; grocery checkers--Fogli, Hulin, & Blood, 1971; naval officers--Borman & Dunnette, in press). A number of authors have touted the behavior scaling approach as a significant step forward in rating scale development (e.g., Campbell, Dunnette, Lawler, & Weick, 1970). Although research on behavior scales' comparative psychometric characteristics has produced mixed results (e.g., Campbell, Dunnette, Arvey, & Hellervik, 1973; Borman & Vallon, 1974), the method continues to receive considerable attention as a methodologically sound way to form performance criteria.

A critical stage in these scales' development is the "retranslation" phase. Within this phase, persons familiar with the job being studied independently sort behavior examples into performance categories based on their understanding of both the content of examples and the definitions of job performance categories. Members of the retranslation group also assign scale values to each example according to the perceived "goodness" of performance represented by that behavior example. Criteria for evaluating each example are: (a) proportion of raters placing it in a single category (sorting task); and (b) standard deviation of ratings across raters (scaling task). An example which shows little agreement within the retranslation group either in terms of the sorting task or the scaling task is normally dropped from consideration for the final rating scales, because it is assumed that something is wrong with the example (e.g., its meaning is ambiguous, it is poorly written, etc.).

Yet it appears likely that two sources of error may be present in retranslation data--one due to this "item error" and the other due to "rater error." Of course, the former source of error is what researchers seek to identify within the retranslation step. An item which is ambiguous or confusing should not be included in behavior rating scales. Rater error, however, masks the true degree of item error present in a behavior example and is, therefore, undesirable. Rater errors may lead researchers to reject "good" items inappropriately.

The purpose of the experiment reported here was to compare the amount of rater error obtained with a somewhat different retranslation procedure with the amount of rater error obtained with the usual retranslation procedure. Specifically, rater pairs as well as individual raters provided retranslation judgments allowing for a comparison of the magnitude of rating errors made within the two conditions.

---

<sup>1</sup>Throughout this paper, "raters" refers to persons who provide retranslation ratings, not persons who use the scales to rate others' performance.

### Method

As part of a behavior scale development project for the job of U. S. Navy Recruiter, persons recently recruited into the Navy generated behavior examples of recruiter performance based upon their knowledge of the recruiter job. Fifty-two of these examples were prepared for the retranslation phase, which required retranslation group members to sort each example into one of nine performance categories and to rate the performance level exhibited by the example using a scale varying from 1 (very poor) to 9 (excellent).

Thirty-nine recruits were randomly divided into two treatment groups. Thirteen of these recruits performed the retranslation task in the usual way--i.e., making independent sorting and scaling judgments. The remaining 26 persons were randomly placed into 13 pairs. Rater pairs were asked to discuss each example, reach a consensus about the appropriate category and performance level, and then to record their consensus judgments.

The two central hypotheses were: (a) examples would be sorted more reliably into a single performance category by rater pairs than by individual recruits; (b) variability in performance level ratings for each example would be less for rater pairs than for raters working alone.

The former hypothesis was tested by comparing, for the two treatment groups, the proportion of examples reliably sorted into a single performance category, using greater than 50 percent, greater than 60 percent, and greater than 70 percent as criteria for "reliable sorting." To test the second hypothesis, we compared the magnitude of item (example) standard deviations (of the performance level ratings) for the individual group with standard deviations computed for rater pairs. The Wilcoxon test for matched pairs was then used to test the difference between these two sets of standard deviations.

### Results

1. As hypothesized, rater pairs sorted examples more reliably when a criterion of greater than 50 percent agreement was used. The proportion of examples sorted reliably was .79 and .69 respectively for pairs and individuals (difference significant,  $p < .09$ , 1-tailed). When criteria of greater than 60 percent and greater than 70 percent agreement were applied, the differences between pairs and individual raters were not as great. For the greater than 60 percent criterion, the proportions were .62 and .56 for pairs and individuals, respectively. For the greater than 70 percent criterion, the proportions were .33 and .35 for rater pairs and individual raters, respectively (differences in proportions not significant).



2. Using the Wilcoxon test for matched pairs, behavior example standard deviations were significantly lower ( $p < .01$ , 1-tailed) for ratings generated by recruit pairs. Mean standard deviations were 1.78 for rater pairs and 1.96 for single raters.

Other characteristics of the two sets of ratings were also investigated to obtain additional clues about the impact of the two conditions upon retranslation ratings. First, the mean rating of all the examples for the single rater group was compared with the mean rating of all the examples for the pair rater group. These means were very similar, 4.93 for individuals, 4.95 for pairs, indicating that the conditions imposed upon the two sets of raters did not affect the overall level of performance seen in the behavior examples. In addition, the standard deviation of the 52 mean ratings of the rater pair group was compared with the standard deviation of the 52 mean ratings of the single rater group. The purpose of this comparison was to determine whether rater pairs made fewer polarized ratings, thus contributing to the lower item standard deviations reported earlier in this paper. Standard deviations of the mean ratings demonstrated no such effect (individual raters--1.24; rater pairs--1.39). Finally, the correlation between item mean ratings provided by the two groups was quite high ( $r = .86$ ,  $p < .01$ ), indicating considerable overall agreement on item level between the two rater groups. Therefore, rater groups differed primarily in the interrater consistency or reliability with which performance level evaluations were assigned using the two different retranslation strategies.

Another criterion of interest against which to compare the two sets of ratings is mean time taken to complete the ratings. It was thought that rater pairs might accomplish the retranslation task much more slowly than would individuals because of additional time needed to reach consensus. Results showed that the individual raters did complete the task slightly more quickly (.83 minutes per example versus .86 minutes per example) than did rater pairs, but the difference was not significant using the Mann-Whitney U test.

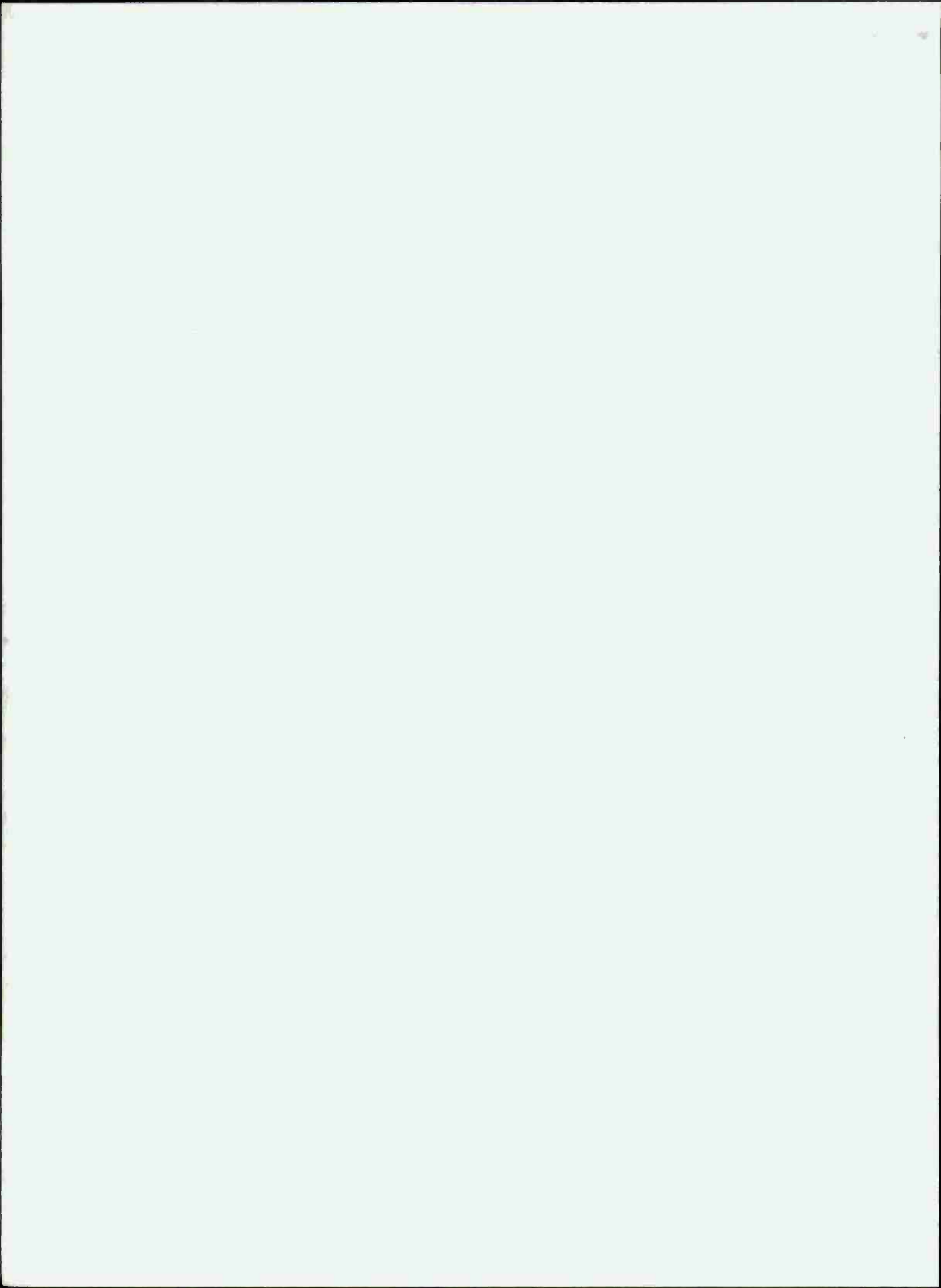
### Discussion

Rater performance on a behavior retranslation task seemed to be improved by having raters work in pairs. Especially noteworthy within this experiment was the finding that disagreement in performance level ratings on individual behavior examples was significantly less for ratings generated by rater pairs than for ratings contributed by individuals. Also, rater agreement in terms of the sorting of examples into performance dimensions was somewhat greater for rater pairs than for individual raters. Thus, both the sorting and scaling tasks were accomplished more reliably by rater pairs than by individual raters in this experiment.

Results suggest that item standard deviations of performance level ratings for rater pairs may provide a more accurate portrayal of that item's true level of ambiguity. It seems likely that a significant portion of the error in ratings due to rater biases is removed by asking raters to work in pairs to reach a consensus. Of course, the question arises--would groups containing three, four, or more persons provide even more reliable consensus ratings? Perhaps so. This study has merely demonstrated that consensus ratings provided by rater pairs can significantly raise the agreement in evaluating performance levels of behavior examples.

A P P E N D I X   D

Retranslation Booklet and Data  
(Des Moines, Albuquerque, and Combined)





# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

1. The recruiter never tries to sell the Navy by relating exciting personal Navy experiences to an applicant; instead, he uses a bland approach, often describing Navy jobs in a monotone voice.
2. When a prospect walks into the office, the recruiter almost always gets him to talk about his background to set him at ease.
3. Two hot CACHE applicants were scheduled for an appointment at 1000 in the station Saturday morning. The recruiter who was to meet with the two young men left the station at 1010 when neither showed up.
4. A prospect stated he wanted the Nuclear power program or he would not sign up. When he did not qualify, the recruiter did not give up; instead, he talked the young man into the electronics field by emphasizing the technical training he would be receiving there as well.
5. An applicant who had missed two appointments wanted to set up another one. The recruiter said, "You better make this appointment, son, or you can go visit my Army friends." Although he made the statement in a joking manner, the young man didn't know how to take it.
6. With a prospect who is hesitant to ship, this recruiter sometimes asks the young person to write out all objections he or she has to joining the Navy. Then, the recruiter records counter-arguments, emphasizing the positive aspects of a Navy career. He encourages the prospect to take the lists home and think about it.
7. The recruiter files important memoranda and literature he gets about various Navy programs and jobs, but fails to file materials he knows from experience are unimportant.
8. When a recruiter was having trouble finding out what Navy fields a prospect was interested in, he phoned a teacher whom he knew the prospect respected. The teacher was able to provide clues about vocational areas the prospect was interested in and relevant abilities the prospect possessed. This extra knowledge resulted in a successful recruitment.
9. When the recruiter came to work in the morning, he often talked about various things not related to recruiting. Within an hour or so, he would generally get to work making phone calls or engaging in other recruiting activities.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 10. This recruiter, driving a Navy vehicle through town, honked his horn loudly when a woman stalled in front of him.
- \_\_\_\_\_ 11. A 17-year-old prospect who had dropped out of high school applied for the Navy, received high test scores, and expressed concern over learning a trade and finishing high school. The recruiter told the prospect about how he could do both in the Navy and arranged a meeting between the prospect and an electrician known to be favorably disposed toward the Navy and Navy training.
- \_\_\_\_\_ 12. This recruiter, knowledgeable about submarine duty and the Nuclear power field, let it be known around the district that he was willing to talk to prospects about the Nuclear field when other recruiters thought it would be effective to call in a "guest expert."
- \_\_\_\_\_ 13. The recruiter is careful not to treat lightly objections related to joining the Navy; instead, he makes sure he takes them seriously and works hard to counter the objections with relevant, positive aspects of a Navy career.
- \_\_\_\_\_ 14. By consistently talking with prospects' school counselors, friends, and parents, a recruiter often uncovered instances of prospects' marijuana usage resulting in almost no fraudulent enlistment claims by his recruits attempting to get out of the Navy in boot camp.
- \_\_\_\_\_ 15. The recruiter ensures that CACHE recruits get CACHE patches to put on their jackets.
- \_\_\_\_\_ 16. Soon after meeting a walk-in prospect, the recruiter skillfully determines whether or not the young person is already sold on the Navy. When the prospect is ready to sign, this recruiter then closes rapidly and talks programs and benefits later. When the prospect is just "looking around," the recruiter moves into a sales pitch.
- \_\_\_\_\_ 17. A recruiter made it a point to talk about the Navy and its benefits to persons in jail with nonserious charges.
- \_\_\_\_\_ 18. When he is not doing something more productive, the recruiter personally drives applicants to AFEES.
- \_\_\_\_\_ 19. Through carelessness a recruiter arrived 15 minutes late for an ASVAB administration at the local high school.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF PERFORMANCE

- \_\_\_\_\_ 20. A recruiter readily shares with other recruiters information about certain legal shortcuts which sometimes facilitate getting young persons into the Navy. For example, he knows a Department of Immigration official who can help non-U. S. citizen prospects to obtain proper immigration papers.
- \_\_\_\_\_ 21. When a kid was scheduled for his physical two weeks after he agreed to join the Navy, this recruiter broke his paperwork into three portions so that he would have a reason to contact the kid a couple more times before the physical; this strategy resulted in sustaining the kid's interest in the Navy and also led to a successful recruitment.
- \_\_\_\_\_ 22. The recruiter is seldom available when applicants call. He always seems to be "on an errand" or "out for a few minutes."
- \_\_\_\_\_ 23. The recruiter is loud and boisterous with most prospects. This style overwhelms many prospects and turns them off about a Navy career.
- \_\_\_\_\_ 24. When a prospect was obviously excited about the Navy and qualified for a number of programs, this recruiter said, "Are you ready? We can start your paperwork today, and you will be a Navy man tomorrow."
- \_\_\_\_\_ 25. This recruiter told an applicant that he definitely wanted the applicant's parents to accompany him to the office for sign-up ceremonies, even though he knew that this would create a hardship on the parents.
- \_\_\_\_\_ 26. The recruiter, driving a Navy vehicle, consistently sped (10-15 miles over the limit) through the main street in a nearby suburb.
- \_\_\_\_\_ 27. This recruiter explained what kind of field he felt the applicant would do well in after looking over the test scores and talking to the applicant.
- \_\_\_\_\_ 28. The recruiter told an applicant to take the bus to AFEES, even though he knew the young man was broke and his mother was on welfare.
- \_\_\_\_\_ 29. This recruiter does not take the time to explain to parents their sons' or daughters' program before they are shipped.

# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF  
PERFORMANCE

- \_\_\_\_\_ 30. This recruiter gets out from behind his desk when a prospect comes in and talks to him face to face.
- \_\_\_\_\_ 31. When appropriate, the recruiter skillfully converses on the phone with a prospect's mother to gather information about the prospect's interests and abilities before he comes into the station for an interview.
- \_\_\_\_\_ 32. The recruiter invariably arrives 15 or 20 minutes late for work and leaves right at quitting time, unless an unusual requirement comes up.
- \_\_\_\_\_ 33. To identify prospects who are potentially qualified for advanced electronics or the Nuclear program, this recruiter asks questions about the high school math they have successfully completed.
- \_\_\_\_\_ 34. This recruiter is very knowledgeable about West Pacific ports and uses his knowledge in conjunction with the cruise book to sell the Navy to prospects interested in travel.
- \_\_\_\_\_ 35. When an applicant walked into the recruiter's office, he typically joked a little with the applicant before asking what the applicant wanted.
- \_\_\_\_\_ 36. When informing the prospect of Navy programs and jobs, the recruiter fails to ask him what interests him; instead, the recruiter pushes programs he is familiar with.
- \_\_\_\_\_ 37. When an applicant who had excellent test scores mentioned that his teeth needed fixing, the recruiter pointed out that one advantage the Navy had was free dental work.
- \_\_\_\_\_ 38. A recruiter asked applicants how they liked various high school courses to obtain clues about what fields they might be qualified for.
- \_\_\_\_\_ 39. The recruiter has five questions to which a prospect cannot answer simply yes or no. He uses these questions skillfully to open up a shy prospect.
- \_\_\_\_\_ 40. When a CACHE recruit walked into the office, the recruiter did not remember his name at first, so he asked the recruit when he was going to ship, looked in the shipping log, and recovered the recruit's name.



# LEVEL OF PERFORMANCE SHOWN BY INCIDENT

1	2	3	4	5	6	7	8	9
Very Low				Fully Adequate				Very High

CATEGORY      LEVEL OF  
PERFORMANCE

\_\_\_\_\_ 41. For the two weeks while an applicant was waiting to take his physical, the recruiter ignored him resulting in the applicant's changing his mind about the Navy.

\_\_\_\_\_ 42. Although he is very knowledgeable about Navy programs and articulate in explaining them, the recruiter ensures that he gets the prospect to talk about something he (the prospect) is interested in to make the prospect feel that he has something to offer.

\_\_\_\_\_ 43. While interviewing a prospect, this recruiter often lights up a cigar. He seldom offends prospects this way, but some become distracted by his smoking habits.

\_\_\_\_\_ 44. An applicant whose test scores qualified him for any area said that he was pretty sure he wanted the clerical field. Without any further discussion, the recruiter shipped him in that rate.

\_\_\_\_\_ 45. When talking with friends of a person about to be shipped, the recruiter often drops the prospect's name and listens carefully for references to drug problems or other potentially disqualifying information in order to confront those problems before enlistment.

\_\_\_\_\_ 46. This recruiter jotted down rebuttals to a number of common objections prospects gave about joining the Navy. Then, when a prospect voiced one of these objections, he was ready to respond in a positive manner.

\_\_\_\_\_ 47. The recruiter uses his cruise book effectively to sell the Navy.

\_\_\_\_\_ 48. The recruiter consistently uses Navy lingo (like scuttlebut and ge-dunk) when explaining Navy life to a prospect. Often prospects don't understand what the recruiter means and become turned off to the Navy.

# Listing of Items by Proportion of Endorsement in Each Category

## Des Moines Data

ITEM	N	MEAN	S.D.	A	B	C	D	E	F	G	H	I
1	19	2.316	1.379	000	053	000	632*	000	316	000	000	000
2	19	7.316	1.416	000	789*	211	000	000	000	000	000	000
3	19	2.165	1.771	158	105	000	000	000	000	053	000	684*
4	18	0.111	1.748	000	000	056	833*	000	111	000	000	000
5	19	2.526	1.230	211	684*	000	000	000	000	000	000	105
6	18	5.774	1.781	000	000	056	944*	000	000	000	000	000
7	19	4.316	1.779	000	000	000	000	000	158	842*	000	000
8	19	0.053	.887	000	000	684*	000	211	000	000	000	105
9	19	4.211	1.734	000	053	000	000	000	000	737*	053	158
10	18	1.556	.762	000	000	000	000	1000*	000	000	000	000
11	18	0.667	1.972	000	056	111	333	333	111	000	000	056
12	17	0.118	1.778	000	000	000	000	000	000	000	941*	059
13	10	7.278	1.283	000	000	000	778*	000	222	000	000	000
14	18	7.333	1.291	056	000	667*	000	111	000	000	000	167
15	10	0.011	1.533	333	389	000	000	111	056	000	000	111
16	10	0.333	2.494	000	000	056	889*	056	000	000	000	000
17	18	3.011	2.563	556*	000	111	056	056	056	056	000	111
18	18	5.774	2.796	000	056	000	000	000	000	056	000	889*
19	13	2.333	1.633	000	000	000	000	278	000	667*	000	056
20	19	7.105	1.293	000	000	000	000	105	000	000	842*	053
21	18	0.278	1.789	000	333	000	333	056	000	167	000	111
22	18	2.167	1.753	000	056	000	000	056	000	389	000	500
23	18	1.500	.833	000	667*	000	278	000	000	000	000	056
24	19	5.526	1.758	000	000	053	895*	000	053	000	000	000
25	19	2.263	1.163	000	000	000	053	895*	000	000	000	053
26	19	1.368	.581	000	000	000	000	1000*	000	000	000	000
27	18	0.356	1.311	000	000	444	222	000	333	000	000	000
28	17	1.471	.776	000	176	000	000	235	000	000	000	588*
29	19	3.165	1.293	000	053	000	000	842*	105	000	000	000
30	18	7.000	1.453	000	778*	000	222	000	000	000	000	000
31	10	7.333	1.166	111	000	722*	056	111	000	000	000	000
32	17	1.342	1.178	000	000	000	000	000	000	176	059	765*
33	18	0.389	1.456	000	000	1000*	000	000	000	000	000	000
34	18	0.011	1.603	000	000	111	389	056	444	000	000	000
35	18	4.389	1.969	000	1000*	000	000	000	000	000	000	000
36	18	2.500	1.572	000	000	556*	222	000	222	000	000	000
37	17	0.471	1.576	000	059	118	529*	000	204	000	000	000
38	17	0.047	1.234	000	000	941*	059	000	000	000	000	000
39	15	7.267	1.436	000	000*	133	267	000	000	000	000	000
40	15	0.333	1.886	000	733*	000	067	067	000	133	000	000
41	19	1.789	1.755	000	579*	000	053	105	000	000	000	263
42	18	7.389	1.420	000	444	333	167	000	056	000	000	000
43	19	3.316	1.687	000	737*	000	158	000	000	000	000	105
44	19	5.737	2.099	000	053	421	368	000	158	000	000	000
45	18	0.556	1.423	000	000	944*	000	056	000	000	000	000
46	19	0.032	1.642	000	000	053	947*	000	000	000	000	000
47	18	0.167	1.007	000	000	000	556*	000	444	000	000	000
48	13	2.695	1.119	000	158	053	316	000	474	000	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

# Listing of Items by Proportion of Endorsement in Each Category

## Albuquerque Data

ITEM	N	LEAD	S.P.	A	B	C	D	E	F	G	H	I
1	20	1.45	.742	000	200	000	500	000	300	000	000	000
2	20	7.150	1.396	000	750*	250	000	000	000	000	000	000
3	20	1.000	.072	150	000	000	000	000	000	050	000	000*
4	20	8.550	.065	000	000	000	850*	000	150	000	000	000
5	20	3.100	1.221	300	500	000	150	000	000	000	000	150
6	20	7.050	1.717	000	000	000	950*	000	050	000	000	000
7	20	4.600	1.772	000	000	000	000	000	150	750*	100	000
8	20	8.250	1.337	000	000	850*	000	150	000	000	000	000
9	20	3.350	1.359	050	000	000	000	000	000	700*	000	250
10	19	1.211	.018	000	000	000	000	1000*	000	000	000	000
11	19	0.625	2.149	000	500	053	300	316	211	000	000	053
12	19	7.789	1.321	000	000	000	000	053	105	000	842*	000
13	19	7.842	1.182	000	000	053	842*	000	105	000	000	000
14	18	0.833	1.003	000	000	778*	056	056	056	000	000	056
15	19	0.211	1.541	158	316	000	211	158	053	053	000	053
16	19	0.263	2.173	000	053	158	737*	000	053	000	000	000
17	19	0.158	1.063	789*	000	000	053	105	000	000	000	053
18	19	7.263	1.772	000	053	000	000	000	000	000	000	947*
19	18	1.033	1.167	000	000	000	000	278	000	722*	000	000
20	20	7.650	1.058	000	000	000	000	050	000	000	950*	000
21	19	0.842	1.725	050	158	000	300	000	000	316	000	158
22	20	2.100	1.338	050	200	000	050	050	000	550*	000	100
23	20	1.700	1.154	000	800*	000	200	000	000	000	000	000
24	20	4.900	1.768	000	050	050	800*	050	050	000	000	000
25	20	1.550	.069	000	150	000	050	800*	000	000	000	000
26	20	1.300	.714	000	000	000	050	950*	000	000	000	000
27	20	0.550	1.431	000	000	600*	150	000	250	000	000	000
28	19	1.421	.015	000	263	000	053	053	000	000	000	632*
29	19	0.211	1.436	000	053	000	053	737*	105	000	000	053
30	19	0.632	1.629	000	789*	000	211	000	000	000	000	000
31	19	0.421	1.416	105	000	684*	105	000	000	000	000	105
32	19	1.632	1.137	000	000	000	000	000	000	316	000	684*
33	19	0.579	1.096	000	000	947*	000	000	053	000	000	000
34	19	0.684	1.453	000	105	000	421	000	474	000	000	000
35	19	0.153	1.424	000	842*	000	158	000	000	000	000	000
36	18	1.944	.070	000	000	556*	222	000	222	000	000	000
37	19	0.153	1.785	000	000	000	474	000	526*	000	000	000
38	19	0.737	1.564	000	000	895*	105	000	000	000	000	000
39	19	7.526	1.186	000	368	316	316	000	000	000	000	000
40	17	5.235	2.129	000	765*	059	000	118	000	059	000	000
41	19	1.526	.081	105	316	000	158	000	000	105	000	316
42	19	7.737	1.445	000	368	316	263	000	053	000	000	000
43	19	0.895	1.334	000	632*	000	308	000	000	000	000	000
44	19	0.153	1.405	000	000	421	316	000	263	000	000	000
45	20	5.950	1.496	000	000	750*	050	000	000	050	000	150
46	20	7.350	1.152	000	000	000	950*	000	000	050	000	000
47	20	0.250	1.577	000	000	000	700*	000	300	000	000	000
48	20	2.650	1.388	000	450	000	450	000	100	000	000	000

Decimal points on proportions omitted

Asterisks indicate dimensions of classification

# Listing of Items by Proportion of Endorsement in Each Category

## Des Moines and Albuquerque Combined Data

ITEM	N	AF/11	S.D.	A	B	C	D	E	F	G	H	I
1	39	1.872	1.181	000	128	000	564*	000	300	000	000	000
2	39	1.171	1.312	000	769*	231	000	000	000	000	000	000
3	39	1.547	.986	154	951	000	015	000	000	051	000	74+*
4	30	2.342	.981	000	000	026	842*	000	132	000	000	000
5	39	2.821	1.258	256	590*	000	026	000	000	000	000	128
6	38	0.447	1.860	000	000	026	947*	000	026	000	000	000
7	39	4.462	1.482	000	000	000	000	000	154	795*	051	000
8	39	0.154	1.144	000	000	769*	000	179	000	000	000	951
9	39	3.759	1.056	026	026	000	000	000	000	718*	026	205
10	37	1.373	.630	000	000	000	000	1000*	000	000	000	000
11	27	0.744	2.115	000	027	001	351	324	162	000	000	054
12	36	1.944	1.223	000	000	000	000	020	056	000	829*	028
13	37	1.568	1.264	000	000	027	811*	000	162	000	000	000
14	30	1.033	1.558	028	000	722*	028	083	020	000	000	111
15	37	6.405	1.602	243	351	000	108	135	054	027	000	081
16	37	0.297	2.335	000	027	108	811*	027	027	000	000	000
17	37	2.865	2.268	676*	000	054	054	081	027	027	000	091
18	37	6.541	2.174	000	054	000	000	000	000	027	000	919*
19	36	2.083	1.402	000	000	000	000	278	000	694*	000	028
20	39	1.385	1.461	000	000	000	000	077	000	000	897*	026
21	37	0.568	1.779	000	243	000	351	027	000	243	000	135
22	30	2.132	1.576	026	132	000	026	053	000	474	000	289
23	38	1.003	.961	000	737*	000	237	000	000	000	000	026
24	39	5.205	1.842	000	026	051	846*	026	051	000	000	000
25	35	1.897	1.108	000	077	000	051	846*	000	000	000	026
26	39	1.333	.054	000	000	000	026	974*	000	000	000	000
27	38	0.316	1.397	000	000	526*	184	000	289	000	000	000
28	36	1.444	.797	000	222	000	020	139	000	000	000	611*
29	34	2.058	1.438	000	053	000	026	789*	105	000	000	026
30	37	0.011	1.557	000	784*	000	216	000	000	000	000	000
31	37	0.865	1.580	108	000	793*	081	054	000	000	000	054
32	36	1.750	1.164	000	000	000	000	000	000	250	028	722*
33	37	0.486	1.087	000	000	973*	000	000	027	000	000	000
34	27	0.649	1.528	000	054	054	405	027	459	000	000	000
35	37	5.027	1.716	000	919*	000	081	000	000	000	000	000
36	36	2.222	1.336	000	000	556*	222	000	222	000	000	000
37	36	0.305	1.097	000	028	056	500	000	417	000	000	000
38	36	0.094	1.430	000	000	917*	083	000	000	000	000	000
39	34	7.412	1.309	000	471	235	294	000	000	000	000	000
40	32	5.750	2.092	000	750*	031	031	094	000	094	000	000
41	28	1.658	.981	053	447	000	105	053	000	053	000	289
42	37	1.568	1.443	000	405	324	216	000	054	000	000	000
43	38	3.105	1.335	000	624*	000	263	000	000	000	000	053
44	28	4.895	2.174	000	026	421	342	000	211	000	000	000
45	28	0.237	1.546	000	000	842*	026	026	000	026	000	079
46	39	7.000	1.710	000	000	026	949*	000	000	026	000	000
47	38	0.211	1.392	000	000	000	032*	000	362	000	000	000
48	39	2.769	1.270	000	305	026	385	000	282	000	000	000

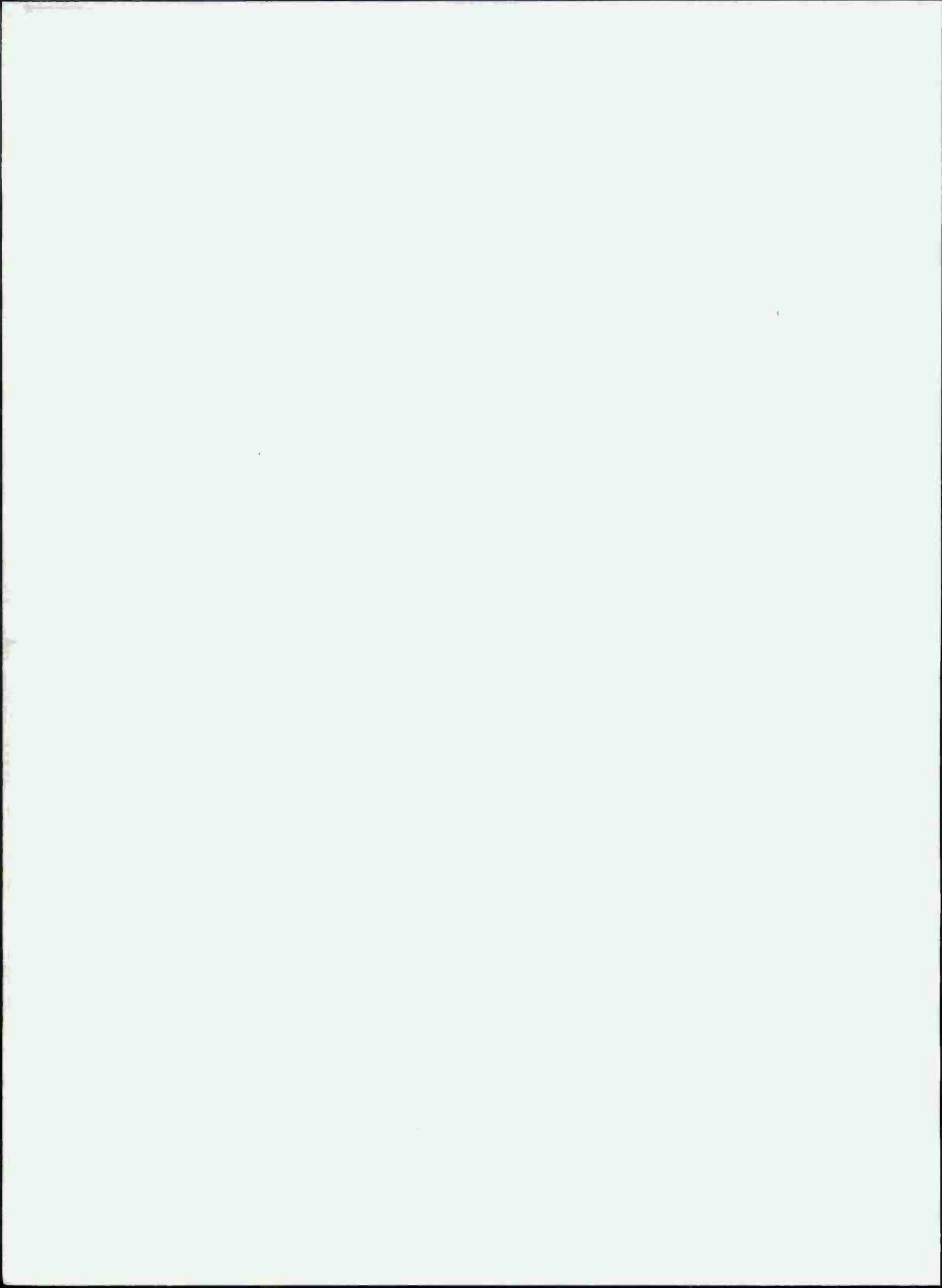
Decimal points on proportions omitted

Asterisks indicate dimensions of classification



## A P P E N D I X E

### Performance Categories and Rating Scales (Behavior Observation Scales)



NAVY RECRUITER  
PERFORMANCE CATEGORIES

## GUIDELINES FOR MAKING NAVY RECRUITER JOB PERFORMANCE RATINGS

Eight categories or facets of job performance for the job of Navy Recruiter are named and defined on the following eight pages. The eight Performance Categories are:

- A. LOCATING AND CONTACTING QUALIFIED PROSPECTS
- B. GAINING AND MAINTAINING RAPPORT
- C. OBTAINING INFORMATION FROM PROSPECTS AND MAKING GOOD PERSON-NAVY FITS
- D. SALESMANSHIP SKILLS
- E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY
- F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE NAVY
- G. ADMINISTRATIVE SKILLS
- H. SUPPORTING OTHER RECRUITERS AND THE COMMAND

The following are guidelines to help you make accurate ratings of individual Navy Recruiters' job performance. You should record your actual ratings in the booklet titled, "Navy Recruiter Rating Scales."

First, notice that each of the eight Performance Categories is labeled and defined carefully at the top of the page. You will also notice that examples of on-the-job behavior appear opposite the level of performance they represent. An example at the "7" level, for instance, represents comparatively effective performance on that category. An example at between the "1" and "2" level represents considerably poorer Navy Recruiter performance.

We want you to use these behavior examples or scale anchors as benchmarks to help you in your ratings. For example, when you are rating the performance of a particular Navy Recruiter on Category A (Locating and Contacting Qualified Prospects), you should first read over the behavior examples on the scale and picture the level of performance each represents. After you read and become familiar with these examples, you should next identify the example that comes closest to representing the level of performance within that category typically exhibited by the recruiter you are rating. Then, note the nearest whole number opposite the behavior usually exhibited by the recruiter and record it in the appropriate place on the "Navy Recruiter Rating Scales."

Remember, the recruiter being rated need not exhibit performance exactly like the recruiter in the behavior example you choose as most typical of his/her performance. Instead, you should try to match a recruiter's typical level of performance within that category with the level of performance represented in the behavior examples on the scales. This kind of procedure should help you to make sure you are rating performance, not reputation or some nonjob-related characteristic of the recruiter.

Please work through your ratings category by category. That is, evaluate all recruiters on the first Performance Category (Locating and Contacting Qualified Prospects) before moving on to Category B. Follow this procedure for all eight Performance Categories.



## THINGS TO GUARD AGAINST

Several sources of error can contribute to inaccuracies in your ratings. Here are a few suggestions for overcoming them:

1. Consider each Performance Category separately from all the rest. An almost universal error in ratings is called HALO ERROR. It occurs when the rater gives about the same ratings to a person on all aspects of performance. Usually this error occurs because a rater has not taken enough time to get clearly in mind what each separate category of performance refers to. Remember we are asking you to describe or evaluate each ratee on eight different categories of performance. As you consider each of the persons you are rating, try to avoid getting into the habit of giving about the same rating to him/her on each performance category. Consider each category separately from all others. Be sure to rate all ratees on each category before going on to the next category.
2. Consider each ratee's performance over time and not on just one or two occasions. Another type of error occurs when a ratee is influenced by just a single event or a recent occurrence. As you consider each ratee's performance, think back over all the time you have known him/her and try to avoid being influenced by just one or two events. Base your ratings on all your observations of the person and not just a few.
3. Avoid being misled by such things as appearance, education, family background, and other personal characteristics. Another common error in rating is called STEREOTYPE ERROR. It occurs when a rater allows himself to be influenced by other things than what the person has actually done on the job. In considering each ratee's job performance, try to ignore everything else you may know about that person. Base your rating strictly on what the individual has done on the job.
4. Avoid using your own definitions for the various performance categories. A common reason for inaccurate ratings is that raters have different definitions of the performance categories. Terms such as "Gaining and Maintaining Rapport" and "Salesmanship Skills" can have different meanings for different raters. This is why it is so very important for you to read the definitions and behavior statements carefully for these performance categories. Avoid any previous impressions of what these things have meant to you. Base your ratings on the definitions which are provided in the rating booklet you have received.

## A. LOCATING AND CONTACTING QUALIFIED PROSPECTS

"Prospecting" effectively; contacting large numbers of persons likely to join the Navy; skillfully using the telephone, referrals, recruits, advertising ideas, special events, etc., to contact and get the attention of young persons eligible for Navy service; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity; getting prospects into the office.

9

8

One school in the recruiter's area did not give out lists of its students. So, the recruiter had one of his CACHE recruits bring in a yearbook and commencement program and proceeded to make his own list.

7

Whenever the recruiter mails information about the Navy, he typically follows it up with a phone call.

6

In his spare time the recruiter goes to a local hangout, has a cup of coffee, and chats with employees to obtain names of prospects.

5

After receiving a request in the mail, the recruiter sent the applicant a number of brochures about the Navy.

4

3

When the recruiter gets a local lead, he frequently waits one or two days before following it up.

When enthusiastic recruits home from boot camp came into the office, the recruiter failed to utilize them for prospecting.

2

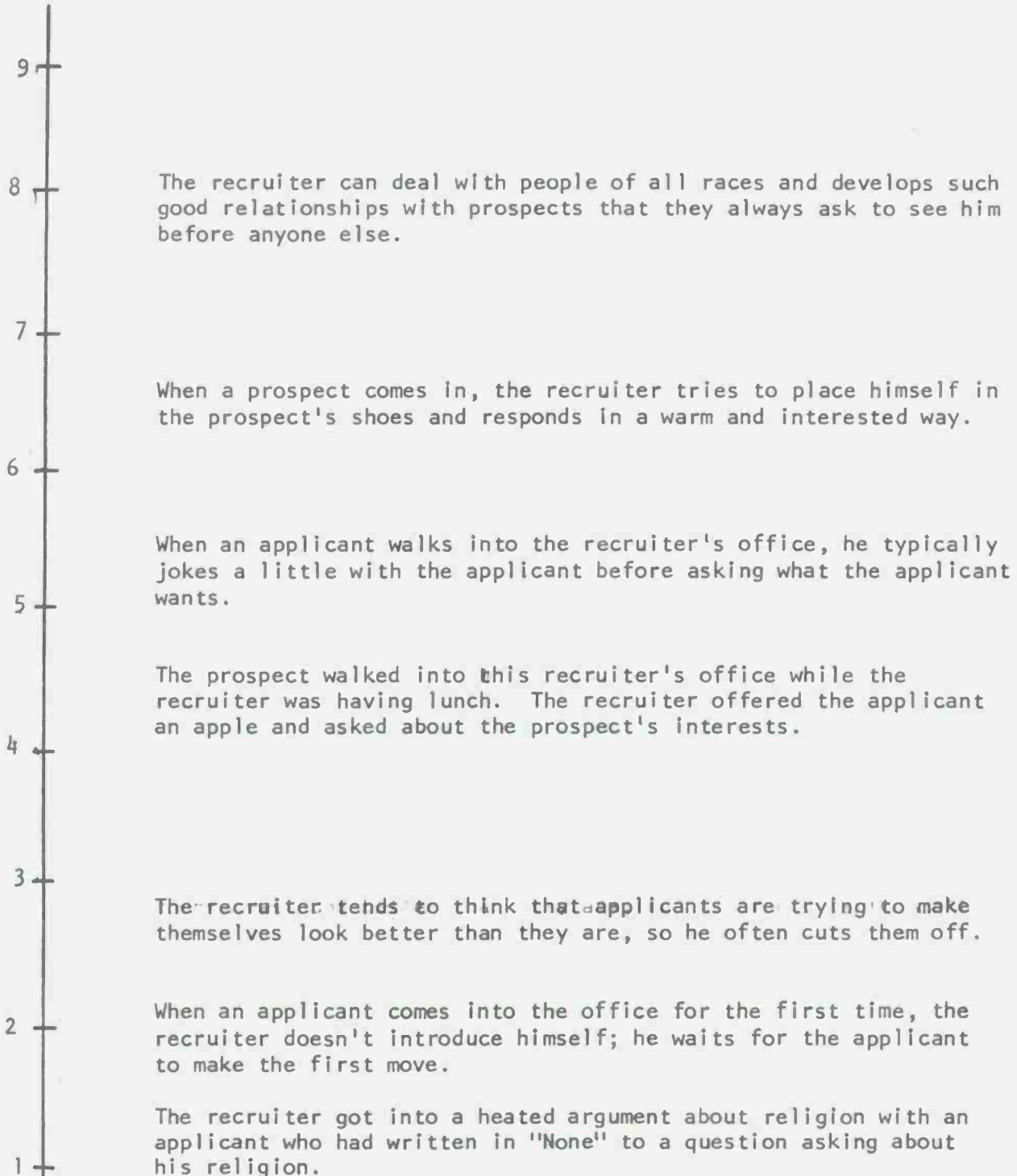
When talking on the phone, the recruiter asks too many personal questions and goes into too much detail rather than setting up an appointment.

1

A prospect said he was interested in the Navy but needed to think about it. The recruiter never contacted the prospect again although he had some extra time.

## B. GAINING AND MAINTAINING RAPPORT

Being hospitable to prospects in the office; gaining the trust and respect of prospects; adjusting to applicants' styles and acting appropriately with different types of applicants.



### C. OBTAINING INFORMATION FROM PROSPECTS AND MAKING GOOD PERSON-NAVY FITS

Listening skills; making accurate judgments about prospects' needs, programs desired, etc., based on good interviewing skills; effectively obtaining information about prospects from other sources (e.g., high school principal) to assess their qualifications and needs; assessing accurately prospects' eligibility for various programs.

9

When a recruiter was having difficulty learning what Navy fields a prospect was interested in, he phoned a teacher the prospect respected. The teacher was able to provide clues about the prospect's vocational interests and relevant abilities. This extra knowledge resulted in a successful recruitment.

8

7

6

A recruiter asked applicants how they liked various high school courses to obtain clues about which fields they might be qualified for.

5

The recruiter consistently ran adequate police checks on applicants.

4

3

The recruiter phoned the police station and the last place the applicant had worked to ask about him.

2

The recruiter does not ask an applicant enough questions to find out exactly what the applicant wants.

1

The recruiter fails to ask prospects what interests them; instead, the recruiter pushes programs with which he is familiar.

The applicant mentioned he had had three years of metal shop in high school, but the recruiter ignored the information. The applicant was neither interested in nor qualified for the rates the recruiter talked about.



#### D. SALESMANSHIP SKILLS

Skillfully persuading prospects to join the Navy; using Navy benefits and opportunities effectively to sell the Navy; closing skills; adapting selling techniques appropriately to different prospects; effectively overcoming objections to joining the Navy.

9

A prospect stated he wanted the Nuclear power program or he would not sign up. When he did not qualify, the recruiter did not give up; instead, he talked the young man into electronics by emphasizing the technical training he would receive.

8

The recruiter treats objections to joining the Navy seriously; he works hard to counter the objections with relevant, positive arguments for a Navy career.

7

When talking to a high school senior, the recruiter mentions names of other seniors from that school that have already enlisted.

6

When an applicant qualifies for only one program, the recruiter tries to convey to the applicant that it is a desirable program.

5

When a prospect is deciding on which service to enlist in, the recruiter tries to sell the Navy by describing Navy life at sea and adventures in port.

4

During the interview the recruiter said to the applicant, "I'll try to get you the school you want, but frankly it probably won't be open for another three months, so why don't you take your second choice and leave now."

3

The recruiter insisted on showing more brochures and films even though the applicant told him he wanted to sign up right now.

2

When a prospect states an objection to being in the Navy, the recruiter ends the conversation because he thinks the prospect must not be interested.

1

## E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY

Contacting and working effectively with high school counselors, newspaper editors, radio and TV personnel, and others capable of helping recruiters to enlist prospects; building a good reputation for the Navy by developing positive relationships with persons in the community; establishing and maintaining good relationships with parents and family of prospects; presenting a good Navy image in the community.

9

The recruiter has become such good friends with the city fathers, police, news media, and local businessmen that he gets free advertising on local buildings.

8

The recruiter tells applicants' parents what their sons or daughters will be doing in recruit training.

7

When the recruiter learned that an additional high school counselor had been hired, he dropped by to meet the new counselor and set up an appointment for later to talk about Navy programs.

6

The recruiter frequently goes to the schools and leaves desk calendars, appointment books, etc., to be distributed.

5

When the recruiter received confirmation on the time and date of Navy Day, he immediately contacted each high school to tell them of the time and date.

4

3

Although he had a wealth of potentially helpful public contacts, the recruiter did not contact them on a regular basis.

2

A father called and asked how to get in touch with his son, a recent recruit. The recruiter merely said, "Call boot camp."

1

This recruiter, driving a Navy vehicle through town, honked his horn impatiently when a woman stalled in front of him.

## F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE NAVY

Displaying considerable knowledge about Navy programs, schools, educational opportunities, etc.; providing accurate information about Navy life; being up to date on Recruiting Manual changes and on other directives pertaining to program or school changes, eligibility for programs, etc.; skillfully relaying information about boot camp so that prospect/recruit is informed about what to expect but is not discouraged from joining the Navy; answering questions about the Navy in a competent manner.

9

The recruiter accurately describes life in the Navy; recruits appreciate his style and honesty so much that many of them come in and thank him when they are home on leave.

8

The recruiter explained various educational possibilities for Navy personnel to a highly qualified applicant who was interested in furthering his education.

7

The recruiter reads the latest publications, thereby keeping abreast of new Navy programs and jobs.

6

The recruiter told an applicant about his experience in boot camp. He emphasized the fun he had had with fellow company members and the considerable amount he had learned in classes.

5

The recruiter was honest about what boot camp was like when asked directly, but offered little information about it otherwise.

4

After working five months as a recruiter, the recruiter is still confused about many Navy rates.

3

The recruiter misread CRUITMAN and sold an applicant on a rate for which she was not qualified. Later, AFEES refused to enlist her in that program.

2

If he is uncertain about changes in programs, jobs, requirements, etc., the recruiter will remain uninformed rather than ask another recruiter for clarification.

1

## G. ADMINISTRATIVE SKILLS

Planning ahead; organizing time efficiently; completing paperwork accurately and on time; keeping track of appointments; not wasting time.

9

8

Before going on leave, the recruiter completed all his paperwork so that recruits could be shipped on schedule.

7

The recruiter plans his next day before leaving the office.

6

If the police checks are not received in time, the recruiter gets the information by phone so the paperwork will be ready when the applicant returns.

5

The recruiter scheduled a month in advance as many activities as he could.

4

The recruiter files memoranda and literature about various Navy programs and jobs he feels are important, but neglects to file materials he feels may not be important.

3

The recruiter spends too much time completing applicants' cases.

2

The recruiter scheduled his appointments so close together that prospects felt the recruiter was too busy for them.

1

The recruiter had one applicant return to the office four times in one day because he had forgotten to have the applicant do something each time.



#### H. SUPPORTING OTHER RECRUITERS AND THE COMMAND

Coordinating activities with other recruiters to maximize the productivity of the station and district; using own skills and/or time to support other Navy recruiters when appropriate; pitching in to support orders and directives from higher levels; providing constructive feedback to other Navy recruiters concerning their skills, style, etc.; providing helpful tips to new recruiters.

9  
8  
This recruiter, knowledgeable about submarine duty and the Nuclear power field, let it be known around the district that he was willing to talk to prospects about the Nuclear field when other recruiters thought it would be effective to call in a "guest expert."

7  
A recruiter readily shares with other recruiters information about legal shortcuts which can facilitate getting young persons into the Navy. For example, he knows a Department of Immigration official who can help non-U. S. citizen prospects to obtain proper immigration papers.

6  
The recruiter cooperates with the people at AFEES and NRD; whenever they need or suggest something, he always does it as soon as possible.

5  
This recruiter almost always volunteered to cover for another recruiter at lunch time.

4  
The recruiter gave other recruiters advice about how to improve their recruiting which did not always seem like good advice.

3  
2  
A recruiter was reluctant to help new recruiters with their recruiting techniques.

1  
Although he gave himself credit when his station met its monthly goal, this recruiter blamed his fellow recruiters when the station had a bad month.

NAVY RECRUITER  
RATING SCALES

# A. LOCATING AND CONTACTING QUALIFIED PROSPECTS

"Prospecting" effectively; contacting large numbers of persons likely to join the Navy; skillfully using the telephone, referrals, recruits, advertising ideas, special events, etc., to contact and get the attention of young persons eligible for Navy service; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity; getting prospects into the office.

Recruiters	1	2	3	4	5	6	7	8	9
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## B. GAINING AND MAINTAINING RAPPORT

Being hospitable to prospects in the office; gaining the trust and respect of prospects; adjusting to applicants' styles and acting appropriately with different types of applicants.

Recruiters	1	2	3	4	5	6	7	8	9
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### C. OBTAINING INFORMATION FROM PROSPECTS AND MAKING GOOD PERSON-NAVY FITS

Listening skills; making accurate judgments about prospects' needs, programs desired, etc., based on good interviewing skills; effectively obtaining information about prospects from other sources (e.g., high school principal) to assess their qualifications and needs; assessing accurately prospects' eligibility for various programs.

Recruiters	1	2	3	4	5	6	7	8	9
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# D. SALESMANSHIP SKILLS

Skillfully persuading prospects to join the Navy; using Navy benefits and opportunities effectively to sell the Navy; closing skills; adapting selling techniques appropriately to different prospects; effectively overcoming objections to joining the Navy.

Recruiters	1	2	3	4	5	6	7	8	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY

Contacting and working effectively with high school counselors, newspaper editors, radio and TV personnel, and others capable of helping recruiters to enlist prospects; building a good reputation for the Navy by developing positive relationships with persons in the community; establishing and maintaining good relationships with parents and family of prospects; presenting a good Navy image in the community.

Recruiters	1	2	3	4	5	6	7	8	9
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE NAVY

Displaying considerable knowledge about Navy programs, schools, educational opportunities, etc.; providing accurate information about Navy life; being up to date on Recruiting Manual changes and on other directives pertaining to program or school changes, eligibility for programs, etc.; skillfully relaying information about boot camp so that prospect/recruit is informed about what to expect but is not discouraged from joining the Navy; answering questions about the Navy in a competent manner.

Recruiters	1	2	3	4	5	6	7	8	9
_____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## G. ADMINISTRATIVE SKILLS

Planning ahead; organizing time efficiently; completing paperwork accurately and on time; keeping track of appointments; not wasting time.

Recruiters	1	2	3	4	5	6	7	8	9
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## H. SUPPORTING OTHER RECRUITERS AND THE COMMAND

Coordinating activities with other recruiters to maximize the productivity of the station and district; using own skills and/or time to support other Navy recruiters when appropriate; pitching in to support orders and directives from higher levels; providing constructive feedback to other Navy recruiters concerning their skills, style, etc.; providing helpful tips to new recruiters.

Recruiters	1	2	3	4	5	6	7	8	9
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>          </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A P P E N D I X F

Performance Categories and Rating Scales  
(Behavior Summary Scales)





F-1

NAVY RECRUITER  
PERFORMANCE CATEGORIES

## GUIDELINES FOR MAKING NAVY RECRUITER JOB PERFORMANCE RATINGS

Eight categories or facets of job performance for the job of Navy Recruiter are named and defined on the following eight pages. The eight performance categories are:

- A. LOCATING AND CONTACTING QUALIFIED PROSPECTS
- B. GAINING AND MAINTAINING RAPPORT
- C. OBTAINING INFORMATION FROM PROSPECTS AND MAKING GOOD PERSON-NAVY FITS
- D. SALESMANSHIP SKILLS
- E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY
- F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE NAVY
- G. ADMINISTRATIVE SKILLS
- H. SUPPORTING OTHER RECRUITERS AND THE COMMAND

The following are guidelines to help you make accurate ratings of individual Navy Recruiters' job performance. You should record your actual ratings in the booklet titled, "Navy Recruiter Rating Scales."

First, notice that each of the eight Performance Categories is labeled and defined carefully at the top of the page.

Then, four levels of job performance effectiveness are listed and three descriptive statements are provided to help you define or get a fix on each level. The four levels of effectiveness are:

9 or 10: EXTREMELY EFFECTIVE

6, 7, or 8: EFFECTIVE

3, 4, or 5: MARGINAL

1 or 2: INEFFECTIVE

The most important part of the entire rating task is for you to read all the descriptive statements very thoroughly so that you have firm knowledge of the kind of performance that defines each of the above four levels for each Performance Category.

In rating the job performance of a specific Navy Recruiter, first decide which set of descriptive statements most closely matches that recruiter's typical performance for the particular Performance Category. After deciding that the recruiter's typical job performance most closely resembles the descriptive statements corresponding to EXTREMELY EFFECTIVE, EFFECTIVE, MARGINAL, or INEFFECTIVE, consider how that recruiter's performance stacks up in comparison with others who are at the same level of effectiveness.

Ask yourself the question: "Within this level of performance effectiveness, is this recruiter among the more effective or among the less effective?" For example, you might rate a recruiter as MARGINAL (3, 4, or 5) but feel that his or her typical performance is really slightly better than the level of performance given by the three descriptive statements corresponding to MARGINAL, even though it definitely does not stack up to the level portrayed by statements at the EFFECTIVE level. You would then give this recruiter a rating of "5."

On the other hand, if the recruiter were judged to be squarely in the middle of the MARGINAL range, again based upon a match between the descriptive statements and his or her typical performance, a rating of "4" would be appropriate. In other words, use the two or three numbers within each effectiveness level to make finer distinctions about recruiters rated within each level.

Please work through your ratings category by category. That is, evaluate all recruiters on the first Performance Category (Locating and Contacting Qualified Prospects) before moving on to Category B. Follow this procedure for all eight Performance Categories.

## THINGS TO GUARD AGAINST

Several sources of error can contribute to inaccuracies in your ratings. Here are a few suggestions for overcoming them:

1. Consider each Performance Category separately from all the rest. An almost universal error in ratings is called HALO ERROR. It occurs when the rater gives about the same ratings to a person on all aspects of performance. Usually this error occurs because a rater has not taken enough time to get clearly in mind what each separate category of performance refers to. Remember we are asking you to describe or evaluate each ratee on eight different categories of performance. As you consider each of the persons you are rating, try to avoid getting into the habit of giving about the same rating to him/her on each performance category. Consider each category separately from all others. Be sure to rate all ratees on each category before going on to the next category.
2. Consider each ratee's performance over time and not on just one or two occasions. Another type of error occurs when a ratee is influenced by just a single event or a recent occurrence. As you consider each ratee's performance, think back over all the time you have known him/her and try to avoid being influenced by just one or two events. Base your ratings on all your observations of the person and not just a few.
3. Avoid being misled by such things as appearance, education, family background, and other personal characteristics. Another common error in rating is called STEREOTYPE ERROR. It occurs when a rater allows himself to be influenced by other things than what the person has actually done on the job. In considering each ratee's job performance, try to ignore everything else you may know about that person. Base your rating strictly on what the individual has done on the job.
4. Avoid using your own definitions for the various performance categories. A common reason for inaccurate ratings is that raters have different definitions of the performance categories. Terms such as "Gaining and Maintaining Rapport" and "Salesmanship Skills" can have different meanings for different raters. This is why it is so very important for you to read the definitions and behavior statements carefully for these performance categories. Avoid any previous impressions of what these things have meant to you. Base your ratings on the definitions which are provided in the rating booklet you have received.



## A. LOCATING AND CONTACTING QUALIFIED PROSPECTS

"Prospecting" effectively; contacting large numbers of persons likely to join the Navy; skillfully using the telephone, referrals, recruits, advertising ideas, special events, etc., to contact and get the attention of young persons eligible for Navy service; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity; getting prospects into the office.

9 or 10

### Extremely Effective Performance

- . Displays exceptional ingenuity and energy in advertising the Navy and in locating prospects.
  - . Makes very judicious use of persons recruited recently or placed in CACHE to get names of qualified young men and women likely to join the Navy.
  - . Is adept at using a variety of prospecting tools effectively: prospect cards; radio, TV, and newspaper advertising; school contacts; personal appearances; telephone.
- 

6, 7, or 8

### Effective Performance

- . Uses a number of sources for prospecting, such as unemployment offices, sports events, and employees at youth hangouts.
  - . Usually persuades prospects to visit the recruiting office by using the telephone effectively or by talking to prospects in person.
  - . Follows up promising leads on potential recruits.
- 

3, 4, or 5

### Marginal Performance

- . Is somewhat slow and unaggressive in pursuing leads and does not make good use of recruits or others in obtaining leads.
  - . Exerts effort prospecting, but does not seek recruits in optimal locations.
  - . Tends to spend too much time with a prospect at the expense of contacting other prospects, or may spend time with a person who is disinterested or has something else to do.
- 

1 or 2

### Ineffective Performance

- . Possesses poor telephone skills; may be reluctant to make calls or may sound disinterested and bored when talking to prospects.
- . Uses very few prospecting tools; waits for prospects to come to him; almost always fails to follow up on leads, even promising ones.
- . Fails to become familiar with his recruiting area, and thus lacks knowledge about sources of recruits.

## B. GAINING AND MAINTAINING RAPPORT

Being hospitable to prospects in the office; gaining the trust and respect of prospects; adjusting to applicants' styles and acting appropriately with different types of applicants.

9 or 10

### Extremely Effective Performance

- . Deals very effectively with persons of all races; greets all prospects appropriately; is adept at setting them at ease and getting them to talk, regardless of their background, race, or personality.
- . Is adaptable, but not phony in interacting with all types of prospects; maintains a sincere, courteous, and friendly atmosphere in the office.
- . Answers prospects' questions politely and patiently, no matter how unimportant they seem.

6, 7, or 8

### Effective Performance

- . Is almost always able to put prospects at ease when they first enter the office.
- . Expresses concern toward recruits and shows interest in their recruitment activities; for example, warmly wishes a recruit good luck in boot camp.
- . Shows interest in most persons who enter the office and interacts with them in a warm and friendly way.

3, 4, or 5

### Marginal Performance

- . Has a standard approach with all persons which, at times, is inappropriate, such as a manner of greeting, speech, or telling sea stories.
- . Occasionally appears disinterested when with a prospect; sometimes forgets an applicant's name.
- . Is discourteous at times; for example, will sometimes interrupt an applicant while he/she is speaking.

1 or 2

### Ineffective Performance

- . Ignores or is rude to applicants who do not seem, at first sight, to be "good Navy recruits."
- . Will interrupt an ongoing interview to interview another person or will perform other duties during an interview and give an impression of being disinterested.
- . Is cold and impolite upon initial meeting and answers questions in a disinterested, unresponsive manner.

C. OBTAINING INFORMATION FROM PROSPECTS  
AND MAKING GOOD PERSON-NAVY FITS

Listening skills; making accurate judgments about prospects' needs, programs desired, etc., based on good interviewing skills; effectively obtaining information about prospects from other sources (e.g., high school principal) to assess their qualifications and needs; assessing accurately prospects' eligibility for various programs.

9 or 10

Extremely Effective Performance

- . Always listens attentively to applicant and then asks the right questions at the right time so that applicant reveals both positive and negative information and his/her interests and capabilities.
- . Always talks with prospects' school counselors, teachers, friends, and parents in a discreet, genuinely interested manner and thus obtains relevant information about prospects' interests, abilities, and, when applicable, needs for waivers.
- . Consistently remembers and analyzes information gathered from prospects to make wise suggestions about programs to consider; very rarely mismatches an applicant's interests and abilities with Navy program requirements.

6, 7, or 8

Effective Performance

- . Listens to individuals' reasons for considering the Navy and asks questions about their interests.
- . Consistently makes routine checks on applicants to determine their eligibility for enlistment.
- . Tries to identify Navy programs that are well suited for the applicant's needs, interests, and capabilities.

3, 4, or 5

Marginal Performance

- . Sometimes talks too much without letting prospects or applicant talk enough; doesn't always learn enough about the individual to recommend appropriate programs.
- . May check a few references to learn about an applicant but does not thoroughly check them all.
- . Suggests programs prematurely or suggests programs that do not result in a good match for the individual and the Navy.

1 or 2

Ineffective Performance

- . Ignores applicants' stated interests; does not ask applicants what they
- . Learns very little from others about applicants; checks very few, if any,
- . Suggests programs applicant is either not qualified for or not interested in.

Skillfully persuading prospects to join the Navy; using Navy benefits and opportunities effectively to sell the Navy; closing skills; adapting selling techniques appropriately to different prospects; effectively overcoming objections to joining the Navy.

9 or 10

Extremely Effective Performance

- . Is able to sell almost any appropriate program to an applicant even when the applicant is set on a different program for which he/she does not qualify; describes Navy life in an appropriate and convincing way for each prospect; is exceptionally effective and quick in countering objections about the Navy or a program.
- . Always knows when to close the sales presentation and start processing the paperwork.
- . Knows just the right people to include or to mention while talking with a prospect; consistently identifies those benefits most likely to convince each prospect.

6, 7, or 8

Effective Performance

- . Is capable of selling several programs; shows films relevant to programs and to Navy life; may use cruise book effectively to help sell Navy.
- . Asks prospect if he/she is ready to enlist after presenting a convincing argument for joining the Navy; will eliminate most of his/her presentation if prospect shows readiness to enlist.
- . Often mentions specific benefits likely to persuade a prospect; describes Navy life well; is prepared to counter frequently heard objections about the Navy.

3, 4, or 5

Marginal Performance

- . Describes Navy benefits, programs, and life in a way that is not always suited to the particular prospect.
- . Misses opportunities to close a sale; for example, continues to talk after prospect says he/she is ready to enlist.
- . Often ignores criticisms of Navy life a prospect makes.

1 or 2

Ineffective Performance

- . Oversells a specific program and loses prospects when they don't qualify for it; neglects to describe other important aspects of Navy life.
- . Is frequently unable to counter objections to joining the Navy; may end a conversation when prospect states an objection.
- . Frequently emphasizes benefits or aspects of Navy life which are irrelevant or unappealing to the particular prospect; may describe Navy life, benefits and programs in a bland, uninteresting way.

## E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY

Contacting and working effectively with high school counselors, newspaper editors, radio and TV personnel, and others capable of helping recruiters to enlist prospects; building a good reputation for the Navy by developing positive relationships with persons in the community; establishing and maintaining good relationships with parents and family of prospects; presenting a good Navy image in the community.

9 or 10

### Extremely Effective Performance

- . Is exceptionally adept at cultivating and maintaining excellent relationships with school counselors, teachers, principals, police, news media persons, local business persons, and other persons who are important for getting referrals and free advertising.
- . Is innovative in informing the public about the Navy; actively promotes the Navy and makes friends for the Navy while doing it; always distributes the most current Navy information.
- . Volunteers off-duty time to work on community projects, celebrations, parades, etc.

6, 7, or 8

### Effective Performance

- . Spends productive time with individuals such as police, city government, or school officials; may lunch with them, distribute calendars, appointment books, buttons, etc., to them, and/or invite them for cocktails.
- . Arranges for interested persons such Navy activities as trips to the Naval Academy; keeps relevant persons informed of Navy activities.
- . Encourages principals, counselors, and other persons important to a prospect to call if they have any questions about the Navy.

3, 4, or 5

### Marginal Performance

- . Contacts school officials only sporadically; keeps them waiting for information they want; relationships with counselors, teachers, etc., and persons important to an applicant or recruit are distant and underdeveloped.
- . Is not alert to opportunities to promote the Navy; rarely volunteers off-duty time to promote the Navy and is unenthusiastic when approached to do something for the community; rarely accepts speaking invitations.
- . Is, at times, discourteous to persons in the community; for example, sends form letters to persons who have assisted him or other Navy recruiters; is not always alert to the family's desire for more information about the Navy and the program in which their son or daughter enlisted.

1 or 2

### Ineffective Performance

- . Does not contact high school counselors; does not accept speaking engagements; drives around in car instead of getting out and meeting people.
- . Alienates persons in community or persons important to an applicant or recruit by ignoring them, not answering their questions, responding rudely, demanding information, encouraging high school students to drop out of school; sometimes does not appear at recruiting presentations for which he/she is scheduled.
- . Presents negative image of the Navy by doing things like driving while intoxicated or speeding and honking impatiently at other drivers; may express dislike for the Navy or re-recruiting.



F. PROVIDING KNOWLEDGEABLE AND ACCURATE  
INFORMATION ABOUT THE NAVY

Displaying considerable knowledge about Navy programs, schools, educational opportunities, etc.; providing accurate information about Navy life; being up to date on Recruiting Manual changes and on other directives pertaining to program or school changes, eligibility for programs, etc.; skillfully relaying information about boot camp so that prospect/recruit is informed about what to expect but is not discouraged from joining the Navy; answering questions about the Navy in a competent manner.

9 or 10

Extremely Effective Performance

- . Is consistently accurate and honest in describing Navy life; thoroughly prepares recruits for boot camp and Navy life.
- . Consistently provides accurate information about Navy rates, education, etc.; when uncertain, immediately obtains the correct information; provides detailed and complete information when appropriate and when asked.
- . Studies and learns as much Navy information as possible without decreasing recruiting time.

6, 7, or 8

Effective Performance

- F-10
- . Keeps current on the basics of all Navy programs and rates.
  - . Prepares applicants for recruitment process; when appropriate, describes parts of boot camp and Navy life to recruits.
  - . Competently answers most questions prospects and recruits ask.

3, 4, or 5

Marginal Performance

- . Mentions specific aspects of boot camp, rates, programs, benefits, and life in the Navy, but descriptions are often incomplete.
- . Sometimes provides inaccurate information about rates, programs, boot camp, etc.
- . Is not well informed or knowledgeable about many programs, rates, and benefits of the Navy.

1 or 2

Ineffective Performance

- . Frequently fails to prepare recruits for life in the Navy; fails to describe boot camp; describes
- . Spends little time in learning about Navy programs, rates, etc., and so is unable to describe many programs
- . Often provides inaccurate information, thus causing

## G. ADMINISTRATIVE SKILLS

Planning ahead; organizing time efficiently; completing paperwork accurately and on time; keeping track of appointments; not wasting time.

9 or 10

### Extremely Effective Performance

- . Maintains a complete and accurate calendar of relevant community, school, and Navy events and holidays; schedules meetings, interviews, physicals, etc., wisely in order to use own and others' time most efficiently.
- . Finishes all paperwork accurately and on time; for example, when going on leave, all paperwork is complete prior to departing.
- . Devises monthly, weekly, and daily plans, and follows them in order to achieve own and district goals; when changes in daily schedule occur, completes other necessary tasks.

6, 7, or 8

### Effective Performance

- . Completes paperwork on time and with few errors; may collect information by phone to complete paperwork on time.
- . Keeps a record of appointments and applicant physicals.
- . Generally uses time efficiently; does paperwork at times when not likely to meet prospects; on out-of-town calls, often meets with others along the way.

3, 4, or 5

### Marginal Performance

- . Completes paperwork either just barely in time, or not on time; errors in paperwork are common; some forms are not sent in again, delaying enlistment process.
- . Fails to use dead time wisely; for example, might spend an undue amount of time providing prospects and applicants with transportation.
- . Tends to schedule appointments, physicals, etc. without considering other events.

1 or 2

### Ineffective Performance

- . Uses wrong forms; forms invariably contain errors; consistently forgets to complete all the necessary forms.
- . Does not maintain a record of appointments, and so may schedule two at the same time, or schedule appointments too closely together; misses appointments.
- . Does not know what to do with time, needs to be told what to do.

## H. SUPPORTING OTHER RECRUITERS AND THE COMMAND

Coordinating activities with other recruiters to maximize the productivity of the station and district; using own skills and/or time to support other Navy recruiters when appropriate; pitching in to support orders and directives from higher levels; providing constructive feedback to other Navy recruiters concerning their skills, style, etc.; providing helpful tips to new recruiters.

9 or 10

### Extremely Effective Performance

- . Consistently works with others to improve selling and interviewing skills; provides valuable feedback to other recruiters; is always concerned about other recruiters' personal and professional difficulties and always helps them if possible.
- . Is always enthusiastic and works to build group spirit when other recruiters are down; enhances the team spirit even when he/she has personal problems; very seldom complains.
- . Always shares information such as legal shortcuts or important contacts which can increase zone production or lessen technical red tape.

6, 7, or 8

### Effective Performance

- . Places station and district quotas above personal quotas; for example, will encourage prospects to sign up during current month if station needs more enlistments, rather than having prospects wait until the next month when he/she personally needs more.
- . Helps other recruiters with paperwork; answers their phone when they are out; may get transcripts or parental consent for other recruiters.
- . Occasionally works with other recruiters to improve their interviewing or selling techniques; shares with other recruiters prospects that he/she has attracted.

3, 4, or 5

### Marginal Performance

- . Occasionally gives negative feedback to other recruiters, even when it isn't warranted; does not provide feedback to other recruiters when it is needed or they want it.
- . Complains about production quotas or having to work extra time to get a recruit ready to ship.
- . Does not assist another recruiter when help is needed; gives ambiguous responses to other recruiters' questions; does not help new recruiters learn their job.

1 or 2

### Ineffective Performance

- . Is quick to take personal credit when station achieves goals and quick to blame others when the station does not; lets others carry the recruiting load.
- . Interferes with the group effort by not answering the phone, neglecting to give messages to persons for whom intended, not communicating and coordinating schedule with others, or tying up the vehicles so other
- . Is very temperamental and cannot get along with other recruiters; may inappropriately interrupt other recruiters' interviews.

NAVY RECRUITER  
RATING SCALES

# A. LOCATING AND CONTACTING QUALIFIED PROSPECTS

"Prospecting" effectively; contacting large numbers of persons likely to join the Navy; skillfully using the telephone, referrals, recruits, advertising ideas, special events, etc., to contact and get the attention of young persons eligible for Navy service; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity; getting prospects into the office.

	Ineffective Performance		Marginal Performance			Effective Performance			Extremely Effective Performance	
Recruiters	1	2	3	4	5	6	7	8	9	10
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## B. GAINING AND MAINTAINING RAPPORT

Being hospitable to prospects in the office; gaining the trust and respect of prospects; adjusting to applicants' styles and acting appropriately with different types of applicants.

Recruiters	Ineffective Performance		Marginal Performance			Effective Performance			Extremely Effective Performance	
	1	2	3	4	5	6	7	8	9	10
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# C. OBTAINING INFORMATION FROM PROSPECTS AND MAKING GOOD PERSON-NAVY FITS

Listening skills; making accurate judgments about prospects' needs, programs desired, etc., based on good interviewing skills; effectively obtaining information about prospects from other sources (e.g., high school principal) to assess their qualifications and needs; assessing accurately prospects' eligibility for various programs.

	Ineffective Performance		Marginal Performance			Effective Performance			Extremely Effective Performance	
Recruiters	1	2	3	4	5	6	7	8	9	10
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# D. SALESMANSHIP SKILLS

Skillfully persuading prospects to join the Navy; using Navy benefits and opportunities effectively to sell the Navy; closing skills; adapting selling techniques appropriately to different prospects; effectively overcoming objections to joining the Navy.

	Ineffective Performance		Marginal Performance			Effective Performance			Extremely Effective Performance	
Recruiters	1	2	3	4	5	6	7	8	9	10
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY

Contacting and working effectively with high school counselors, newspaper editors, radio and TV personnel, and others capable of helping recruiters to enlist prospects; building a good reputation for the Navy by developing positive relationships with persons in the community; establishing and maintaining good relationships with parents and family of prospects; presenting a good Navy image in the community.

Recruiters	Ineffective Performance		Marginal Performance			Effective Performance			Extremely Effective Performance	
	1	2	3	4	5	6	7	8	9	10
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE NAVY

Displaying considerable knowledge about Navy programs, schools, educational opportunities, etc.; providing accurate information about Navy life; being up to date on Recruiting Manual changes and on other directives pertaining to program or school changes, eligibility for programs, etc.; skillfully relaying information about boot camp so that prospect/recruit is informed about what to expect but is not discouraged from joining the Navy; answering questions about the Navy in a competent manner.

	Ineffective Performance		Marginal Performance			Effective Performance			Extremely Effective Performance	
Recruiters	1	2	3	4	5	6	7	8	9	10
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# G. ADMINISTRATIVE SKILLS

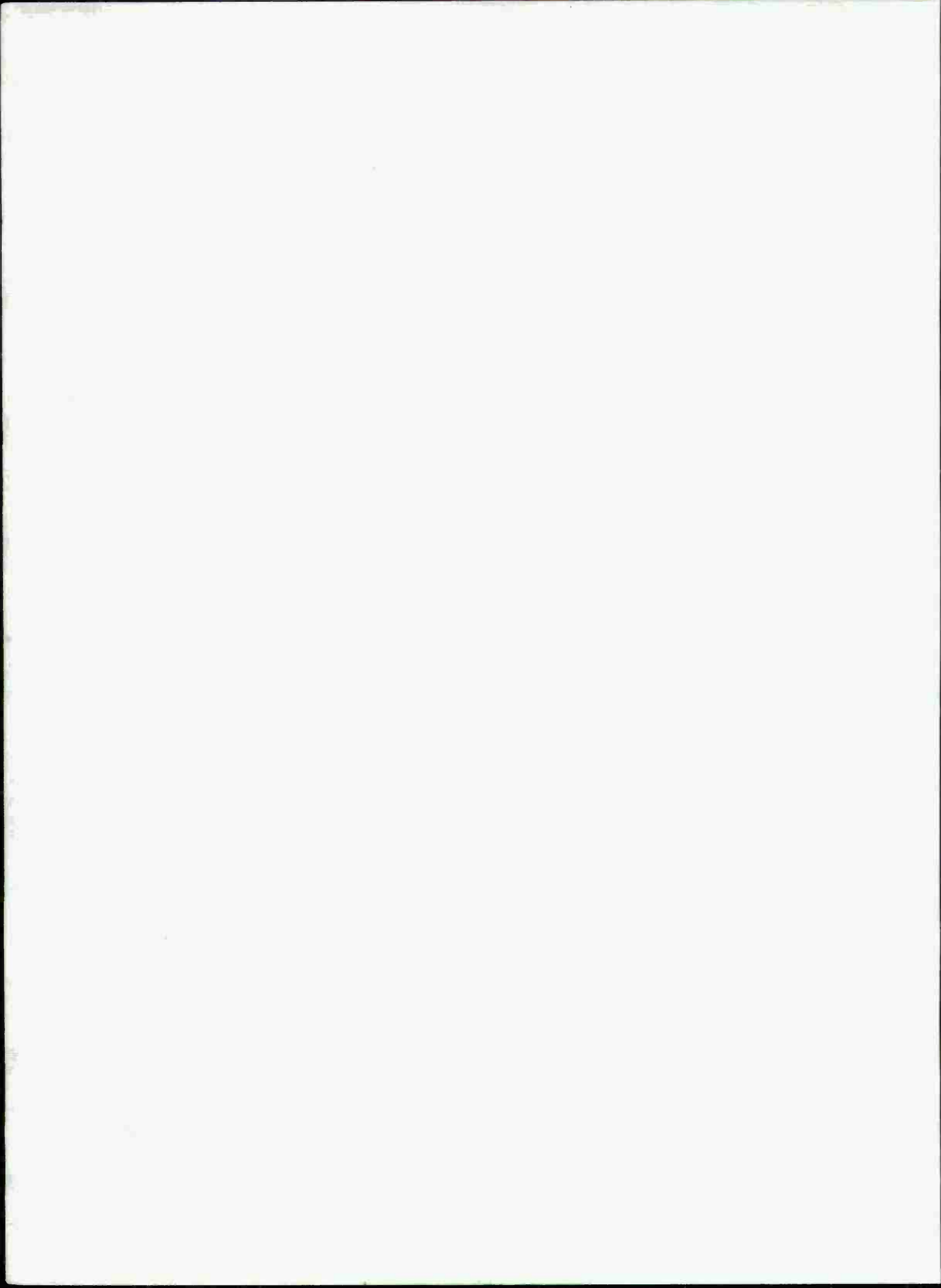
Planning ahead; organizing time efficiently; completing paperwork accurately and on time; keeping track of appointments; not wasting time.

Recruiters	Ineffective Performance		Marginal Performance			Effective Performance			Extremely Effective Performance	
	1	2	3	4	5	6	7	8	9	10
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## H. SUPPORTING OTHER RECRUITERS AND THE COMMAND

Coordinating activities with other recruiters to maximize the productivity of the station and district; using own skills and/or time to support other Navy recruiters when appropriate; pitching in to support orders and directives from higher levels; providing constructive feedback to other Navy recruiters concerning their skills, style, etc.; providing helpful tips to new recruiters.

Recruiters	Ineffective Performance		Marginal Performance			Effective Performance			Extremely Effective Performance	
	1	2	3	4	5	6	7	8	9	10
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



A P P E N D I X   G

Similarity Judgment  
Rating Instructions and Performance Examples





## RATING INSTRUCTIONS

As you know, we've been meeting with recruiters and their supervisors and even with recruits to learn as much as possible about what it takes to be a good recruiter for the Navy. Persons we met with wrote down many, many examples of actions they've seen recruiters take as they have carried out their jobs. Many of the stories involved highly effective actions that led to successful recruiting. Several of the stories also involved ineffective actions that led to unsuccessful recruiting.

Our staff has sorted through all these stories (over 800 in all) and selected 60 which represent a variety of actions taken by recruiters on their jobs. You'll notice later that the 60 actions cover many different facets of the recruiter job. Also, they represent only effective actions. We included only the effective ones because they seem to do the best job of highlighting what a successful recruiter must do in order to get his job done properly.

The next step in our research is to decide which actions are similar to each other and which ones are different. Since you know the recruiter's job far better than we do, we believe you can make much more accurate judgments about similarities and differences between these actions than we can. The guidelines for the ratings we'd like you to make are given below.

First, take a few minutes to read through some of the examples of job actions that are listed on the sheets titled "Comparisons between Pairs of Recruiter's Actions." You'll note that they represent many different facets of a recruiter's job. Some of the actions involve locating and contacting prospects; some involve developing good relationships with various persons in the recruiter's community; some involve planning and organizing and keeping track of things, etc., etc. The major point is that the content of the examples of actions given on the sheets is quite varied; the examples involve performance across a wide spectrum of a recruiter's job.

Now to explain what's required in the rating task. You'll find 115 pairs of actions listed on the accompanying sheets. For each pair of actions, you should make a judgment about the similarity between these pairs of actions. In forming these judgments, we suggest that you ask yourself, "Do these two actions refer to the same job function or do they involve very different functions?" "Do they illustrate effective actions in the same facet of the recruiter's job or do they illustrate effective actions in different facets of the recruiter's job?"

As you can see, we ask you to decide how similar you think the members of each pair are by recording one of four judgments: VERY SIMILAR (1), SOMEWHAT SIMILAR (2), SOMEWHAT DIFFERENT (3), or VERY DIFFERENT (4) in the box between each pair. To help define these four categories, we

provide two sets of examples belonging in each of the categories. Please look these two example sets over carefully and ask questions about anything that doesn't seem clear.

very  
similar

When the applicant asked what the engineering rate consisted of, this recruiter was able to explain in detail what a person does in that rate.

1

The recruiter can explain to an applicant how two seemingly similar Navy jobs or programs differ.

somewhat  
similar

When the applicant asked what the engineering rate consisted of, this recruiter was able to explain in detail what a person does in that rate.

2

A prospect told the recruiter that he had just completed two years vocational school. Taking this as a cue the recruiter described the VSG program.

somewhat  
different

When the applicant asked what the engineering rate consisted of, this recruiter was able to explain in detail what a person does in that rate.

3

When the recruiter describes a program or job, he does so in a direct and interesting manner.

very  
different

When the applicant asked what the engineering rate consisted of, this recruiter was able to explain in detail what a person does in that rate.

4

On his own time the recruiter signed up for courses in communications and public relations at a local college.

The following is another example:

very  
similar

When the opportunity arises,  
the recruiter relates some of  
his own exciting experiences  
while in the Navy.

1

This recruiter told an applicant  
about his experiences in boot  
camp. He emphasized the fun he  
had had with fellow company  
members and the considerable  
amount he had learned in his  
classes.

somewhat  
similar

When the opportunity arises,  
the recruiter relates some of  
his own exciting experiences  
while in the Navy.

2

This recruiter was very friendly  
with a prospect. He took the  
prospect to his home and showed  
him some large posters of Navy  
ships during the noon hour.

somewhat  
different

When the opportunity arises,  
the recruiter relates some of  
his own exciting experiences  
while in the Navy.

3

The recruiter communicates well  
with various groups of people  
and people of all ages.

very  
different

When the opportunity arises,  
the recruiter relates some of  
his own exciting experiences  
while in the Navy.

4

This recruiter asked the applicant  
about his hobbies. When the  
applicant said he liked to fix  
cars, the recruiter said that the  
various mechanical fields within  
the Navy might interest him.

P E R F O R M A N C E   E X A M P L E S

1. Even though the recruiter dislikes people who have smoked pot, he still works with such applicants in a respectful way to learn as much as possible about their qualifications.
2. The recruiter thought the A-frames, billboards, and display racks could be improved, so he fixed them all, including those that were not his responsibility.
3. When a poor recruit needed a suitcase to take to boot camp, this recruiter got her a container for her belongings.
4. A school did not give out lists of its students, so the recruiter had one of the graduates of that school with whom he was working bring in his yearbook and commencement program and made his own list.
5. At the end of each interview, this recruiter smiled broadly and shook hands with the applicant.
6. The recruiter gives the parents of applicants his business card with his home phone number on the back and tells them to feel free to call him at any time.
7. The recruiter talks to a prospect about specific fields after the prospect is tested and the recruiter is certain the prospect qualifies for those fields.
8. The recruiter would talk on the phone to each applicant explaining very little but often convincing the prospect to come into the office.
9. The recruiter volunteered to get a color guard for the parade in his community.
10. A recruiter spent time each day with his coworkers in analyzing their telephone techniques so that they were able to increase the number of appointments with prospects.
11. When the applicant said he wanted to be shipped out as soon as possible, this recruiter stayed in the office with him until 8 p.m. to complete the paperwork.
12. When a young man told this recruiter he wanted to quit school and enlist in the Navy, the recruiter called the high school counselor to gather more information on the situation.
13. After an applicant is tested and they have discussed the programs the prospect is interested in, the recruiter asks the prospect if he is ready to start a Navy career.
14. This recruiter explained what kind of field he felt the applicant would do well in after looking over the test scores and talking to the applicant.



15. A recruiter telephoned families of recruits weekly to see how they were doing, and thus, received many excellent referrals.
16. This recruiter asked the applicant if he had a police record and then checked it.
17. When an applicant does not qualify for the program he is interested in, the recruiter immediately tries to sell the applicant another related program for which he is qualified.
18. After working hours, a recruiter held math classes for high school dropouts, many of whom later joined the Navy.
19. This recruiter checked on the bills and loans of each of his applicants.
20. When the working day is over, the recruiter analyzes what happened during the day, tries to learn from any mistakes, and decides what he can do the next day to do a better job recruiting.
21. The recruiter always confirms appointments with prospects the day before the appointment. He writes a reminder to do this in his appointment book.
22. When an applicant says he wants to enlist, the recruiter stands up, congratulates him, shakes his hand, and tells him he has made a very wise and important decision.
23. The recruiter went to a local Navy base and spoke to E-7-9s about the current Navy recruiting programs and problems.
24. Occasionally the recruiter takes a career manual home with him and reviews the different jobs the Navy offers and what their civilian counterparts are.
25. Even though the recruiter had other school quotas to fill when an applicant expressed interest in a commissary rate, the recruiter responded quickly and showed him a film about the work in that rate.
26. A recruiter constantly used prospect cards, telephoning, school contacts, and personal appearances for prospecting.
27. A recruiter would have preferred to have three prospects sign up during the next month when he had no cache people. However, he convinced the men to join at present, so the zone could make its quota.
28. The recruiter always seemed to ask the right questions, for no matter how shy or withdrawn the applicant was, he always ended up talking freely.
29. This recruiter brought a few Navy brochures to the house of an applicant to show the parents some of the programs for which their son was qualified.

30. The recruiter invited recruits out for pizza when they got home from boot camp.
31. A recruiter was always honest and straightforward with his applicants.
32. This recruiter asked the applicant about his hobbies. When the applicant said he liked to fix cars, the recruiter said that the various mechanical fields within the Navy might interest him.
33. A recruiter taught math/mechanic classes to applicants who scored low on the tests in those areas.
34. The recruiter knew that December would be a bad recruiting month, so he cached applicants in June and July for return dates in December.
35. A recruiter set himself a weekly goal for recruiting and made and carried out a time plan for meeting this goal.
36. If the police checks are not received in time, the recruiter gets the information by phone so the paperwork will be ready when the applicant returns.
37. When an applicant passes the BTB, the recruiter tells the applicant about what high quality persons the Navy accepts.
38. This recruiter, an excellent public speaker, volunteered to make all required formal presentations to help bring in more business for the station. He then shared with his fellow recruiters prospects who were attracted by these presentations.
39. The recruiter made certain that high schools had current Navy film catalogs.
40. A fellow recruiter had an applicant who wanted to ship the next day. This recruiter volunteered to help. He helped prepare the forms, got the high school transcript, birth certificate, and parental consent.
41. After enlisting a prospect, the recruiter often gives the recruit a list of people he graduated with and asks him to list those likely to be good prospects.
42. When the opportunity arises, the recruiter relates some of his own exciting experiences while in the Navy.
43. The recruiter volunteers for many community projects and follows through on his commitments to those projects.
44. This recruiter told the applicant about the re-enlistment benefits-- as high as \$15,000 for some rates.

45. The recruiter has become well known in several neighborhood bars and receives several referrals a month from patrons of the bars.
46. This recruiter was well liked by other recruiters at his station and by his zone supervisor because he never complained about his own problems. Instead, he almost always displayed concern about their problems.
47. The recruiter procured a radio, donated it to a high school, and volunteered to instruct classes on the maintenance and repair of the radio.
48. The recruiter talked to junior high students in such a way that the students both respected and liked him.
49. When the recruiter received confirmation on the date of Navy Day, he immediately contacted each high school to tell them of the date.
50. This recruiter was very receptive to the questions an applicant asked about the Navy and answered the questions completely.
51. When informing the prospect of Navy programs and jobs, the recruiter emphasizes those programs and jobs for which there is a shortage of personnel.
52. When the prospect talks, the recruiter listens and identifies the reasons the individual came into the office and the programs he is most likely interested in.
53. The recruiter can deal with people of all races and develops such good relationships with his prospects that they always ask to see him before anyone else.
54. The recruiter makes a point to remember the names of prospects. When he sees them, he greets them by name.
55. The recruiter develops such a strong bond of friendship between himself and his recruits that when they return from boot camp almost all of them recruit for him.
56. The recruiter told parents of applicants what their sons or daughters would be doing in recruit training and what they should expect.
57. The recruiter carries folders containing Navy information in his car at all times. He gives them to gas station attendants and managers.
58. The recruiter counsels all applicants before they ship on the rigors of boot camp, what to expect in terms of home sickness, etc. Many recruits, when home on leave, thank the recruiter for preparing them so well.

59. The recruiter makes certain that parents are well briefed about the program their son or daughter chose. When appropriate, he develops warm relationships with the entire family, and when he leaves, the parents feel their son or daughter made a very wise decision.
60. The recruiter arranged to have an interviewer specialist observe and critique his interviewing skills. The recruiter worked on the suggestions afterwards.

## S E I F

	A	B	C	D	E	F	G	H	Overall Performance
A	--								
B	.29	--							
C	.39	.55	--						
D	-.04	.50	.26	--					
E	.20	.07	.05	.23	--				
F	-.11	.45	.09	.36	.15	--			
G	.45	.50	.16	.11	.15	.29	--		
H	.23	.64	.60	.41	.05	.56	.47	--	
Overall Performance	.49	.81	.63	.57	.39	.57	.64	.81	--

## P E E R

	A	B	C	D	E	F	G	H	Overall Performance
--	---	---	---	---	---	---	---	---	---------------------

## S U P E R V I S O R

	A	B	C	D	E	F	G	H	Overall Performance
--	---	---	---	---	---	---	---	---	---------------------

## P E E R

A	.24	.37	.29	.14	.28	.24	.32	.20	.42
B	.29	.43	.46	-.13	.24	-.03	.31	.10	.34
C	.49	.42	.81	.04	.08	.16	.28	.44	.55
D	-.09	.59	.25	.47	.24	.45	.34	.32	.51
E	.27	.55	.22	.76	.30	.30	.44	.29	.53
F	-.14	.21	-.05	.23	.17	.72	-.03	.19	.28
G	.36	.42	.41	.26	-.14	.29	.26	.29	.44
H	.40	.54	.48	.14	.04	.46	.35	.51	.60
Overall Performance	.35	.66	.54	.25	.23	.50	.43	.44	.69

A	.30	--							
B	.32	.58	--						
C	.46	.45	.33	--					
D	.69	.29	.16	.52	--				
E	-.05	.06	.04	.22	.08	--			
F	.41	.33	.52	.36	.44	.37	--		
G	.40	.48	.54	.46	.36	.43	.55	--	
H	.66	.66	.66	.70	.66	.43	.75	.80	--

## S U P E R V I S O R

A	.15	.25	.07	-.20	.30	.15	.26	.20	.24
B	.11	.16	.09	-.37	.32	-.21	.12	-.05	.03
C	.17	.38	.09	-.21	.12	.17	.27	.26	.25
D	.30	.22	-.04	.36	.30	-.11	.31	.08	.15
E	.12	.15	.07	.39	.03	.33	.10	.16	.16
F	.10	.30	-.01	-.10	.26	-.02	.16	.16	.18
G	.29	.31	.06	-.09	.41	-.03	.12	.09	.23
H	.25	.37	.31	-.18	.28	-.16	.11	.05	.20
Overall Performance	.22	.31	.10	-.26	.35	-.06	.24	.12	.21

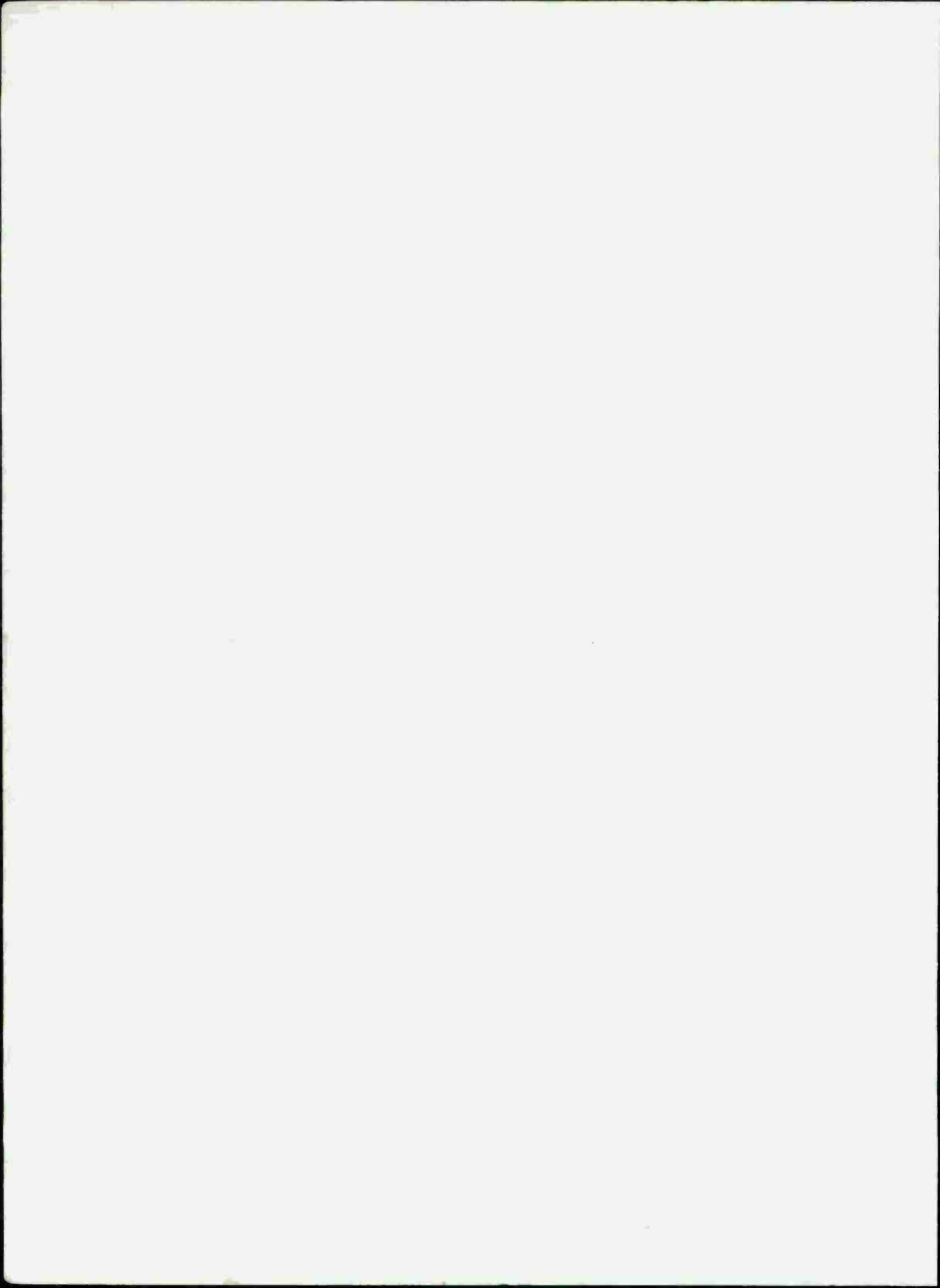
A	.01	.31	.16	.19	.16	.05	-.19	.11	.15
B	.12	.43	-.02	.06	.27	-.29	-.44	-.02	.02
C	-.04	.25	.03	.17	.25	.07	.21	.29	.16
D	.13	.36	-.05	.03	.30	-.24	-.34	.10	.06
E	.07	.19	.00	.10	.26	-.16	-.34	.04	.07
F	.02	.20	-.18	.15	.27	-.10	-.36	.11	.02
G	.07	.19	.13	.21	.28	-.11	-.26	.08	.11
H	.12	.57	.34	.34	.24	-.17	-.14	.26	.29
Overall Performance	.09	.40	.08	.19	.30	-.15	-.32	.14	.13

A	.66	--							
B	.79	.66	--						
C	.70	.87	.76	--					
D	.73	.81	.71	.90	--				
E	.71	.78	.84	.86	.82	--			
F	.76	.70	.69	.71	.63	.74	--		
G	.65	.80	.59	.67	.59	.62	.83	--	
H	.85	.90	.85	.92	.88	.90	.87	.84	--



## A P P E N D I X   H

### Suggested Predictors of Navy Recruiter Effectiveness



## SUGGESTED PREDICTORS OF NAVY RECRUITER EFFECTIVENESS

The recommended instruments and data sources are reviewed briefly in the following paragraphs. Table H-1 matches predictors with individual performance categories according to our hypotheses about the person requirements for the Navy recruiter job.

### 1. Self-Description Inventory (SDI)

The inventory consists of 64 pairs of personally descriptive adjectives. The adjectives were selected so that both members of each pair are similar in terms of the social desirability of the traits they symbolize. The respondent is instructed to choose which adjective is more descriptive of him/her for some pairs and which adjective is less self-descriptive for other pairs. From a large pool of item pairs, scales were developed empirically, each scale being based upon item analysis of the responses of specified criterion groups. A number of the traits measured by the SDI seem conceptually relevant for predicting success in various facets of the Navy recruiter job.

### 2. Strong-Campbell Interest Inventory (SCII)

The SCII asks the respondent to indicate a liking or disliking for a wide range of occupations, occupational activities, hobbies, amusements, school subjects, and types of people. In the newly developed 1974 version, the SCII requires a person to respond either "like," "indifferent," or "dislike" to 325 such items. The respondent's answers may be analyzed in terms of general occupational trends or themes, in terms of basic interests related to occupational clusters, or for the degree of similarity between his/her responses and the characteristic responses of men and women employed in a variety of occupations.

One common inference made from SCII scores is that the person will be satisfied with or feel comfortable in certain occupations, and conversely, be dissatisfied with and uncomfortable in other occupations. For example, if a candidate for Navy recruiting duty received low scores for a number of sales-related occupations, one might infer that the person would not be happy in the recruiting environment. Several occupational themes, basic scales, and occupational scales show promise for predicting satisfaction and perhaps performance in facets of the Navy recruiter job.

### 3. Cognitive Measures

In our judgment, the vast majority of senior Navy enlisted personnel eligible for Navy recruiter assignments have the basic intelligence necessary for performing adequately in the Navy recruiter job. There are, however, a few specialized cognitive measures which may be helpful in pinpointing certain skills we see as important for effective performance in aspects of the recruiter job.

---

<sup>1</sup> Abrahams, Neumann, and Rimland have recently used the Strong Vocational Interest Blank to predict overall Navy recruiter effectiveness. Their work should definitely be considered in developing predictors of recruiter performance.

a. General Information Survey. This instrument measures a person's range and breadth of information and knowledge. It is not highly correlated with "pure intelligence" measures which tap a more narrow domain of formal, intellectualized knowledge. Instead, the survey assesses one's grasp of such areas as folk knowledge, athletics, recreation, cultural lore, etc. High scorers on the survey tend to be poised, possessed of good judgment, capable, foresighted, and well organized.

b. Minnesota Clerical Aptitude Test. This instrument measures, in part, a person's attention to detail and ability to identify clerical mistakes. Though this test is undoubtedly not directed toward the most critical aspects of recruiter performance, it may provide information about a person's ability to complete paper work quickly and accurately.

c. EAS Vocabulary and Word Fluency Tests. Although a "fancy" or sophisticated vocabulary is not required for recruiting effectively, certain aspects of the recruiter job do demand some facility with words. An indication of a person's fluency in oral communications can be derived from the two measures suggested above. The vocabulary test obviously assesses a person's mastery of our language, and the fluency test measures how rapidly one can think of various words.

#### 4. Personality Research Form (PRF)

The PRF was developed for the purpose of measuring personality traits broadly relevant to the functioning of individuals in a wide variety of settings such as schools, business, and industry. It focuses primarily upon areas of normal functioning rather than upon aspects of psycho-pathology or deviant functioning. Two of the forms contain 440 items and may be scored for 21 personality traits and a validity check or "lie" scale. Several trait scales appear to be conceptually related to categories of Navy recruiter performance.

#### 5. Biographical Information

Certain pieces of information about a person's past experience and background can be very helpful in assessing potential for success on recruiting duty. We have developed and presented some ideas for "things to look for" in a candidate's background. These are our best guesses for areas in which items should be written to tap the biographical information relevant to performing effectively in the Navy recruiter job.

#### 6. Navy Knowledge Test

Most Navy Petty Officers probably possess sufficient knowledge of the Navy and of Navy life to relay to prospects "what it's like" to be in the Naval service. Still, a test that measures knowledge of the Navy and of some basic Navy rates may be useful for identifying the few who are not sufficiently well informed about the Navy to "educate" prospects properly.

## 7. Performance Reviews

Proficiency ratings and the accompanying comments may be useful for providing clues about a person's potential for recruiting duty. We refer not so much to the overall level of rated performance but to information in certain key categories which may reflect special aptitudes (or lack of them) for recruiting duties. A few suggestions appear on the chart (Table H-1) on the following page.

Before presenting the specific matches between predictors and recruiter performance categories, we mention again that these suggestions certainly should not rule out other tests and inventories from consideration as predictors of recruiter performance. By offering specific test and inventory scales we intend only to show the type of predictors we see as relevant for predicting recruiter performance. Other measures of these same domains may be equally well qualified as predictors.

Also, it should be explicitly stated that we see these suggested predictors as trial predictors. That is, they represent our best guesses as to measures which should effectively predict recruiter performance. But, we advocate empirical research to assess whether or not, in fact, these or similar predictors forecast recruiter performance. As mentioned in the text, we recommend conducting studies both to assess the validity of selection procedures used presently and to develop an updated predictor battery to augment or replace existing measures.



Table H-1

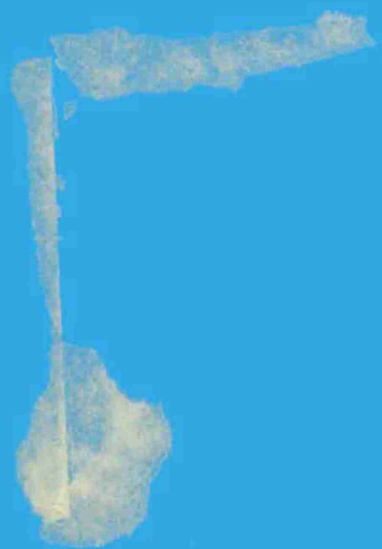
## Suggested Predictors of Navy Recruiter Effectiveness

P R E D I C T O R S						
PERFORMANCE CATEGORIES	SDI	SCII	COGNITIVE MEASURES	PRF	BIOGRAPHICAL INFORMATION	NAVY KNOWLEDGE TEST PERFORMANCE REVIEWS
A. Locating and Contacting Qualified Prospects	.Initiative .Decisiveness	.Athletics .Public Speaking .Law/Politics	.Fluency Measure	.Social Recognition .Aggression .Autonomy	.Clubs and Leader Jobs in School	.Innovativeness
B. Gaining and Maintaining Rapport	.Working Class Affinity	.Personnel Director .Social Worker .Social Service		.Affiliation .Exhibition .Nurturance .Understanding	.Boy Scout Experience .Public Contact Jobs	.Human Relations
C. Obtaining Information from Prospects and Making Good Person-Navy Fits	.Intelligence .Working Class Affinity	.Teaching .Law/Politics	.Vocabulary .General Information	.Cognitive Structure	.Length and Range of Navy Experience	X .Using Information
D. Salesmanship Skills	.Power .Self-assurance .Decisiveness	.Sales Occupations .Enterprising Theme	.Vocabulary	.Achievement .Social Recognition .Dominance .Exhibition .Sentience	.Previous Selling	.Persuasiveness
E. Establishing and Maintaining Good Relationships in the Community	.Maturity	.Social Service .Chamber of Commerce .Executive .Social Theme .Merchandising		.Affiliation .Nurturance	.Match Between Assignment and Type of Town Grew Up In	
F. Providing Knowledgeable and Accurate Information about the Navy	.Intelligence	.Military Activities .Counselor Jobs	.Vocabulary .General Information			X .Honesty
G. Administrative Skills	.Supervisory Quality .Decisiveness	.Conventional Theme .Business-Accounting .Business Management .Office Practices	.Clerical Aptitudes	.Change (negative) .Endurance .Order .Play (negative) .Impulsivity (negative)	.Courses Liked Best .Liking versus Disliking .Detail and Record Keeping	.Organizing .Planning .Detail Mindedness
H. Supporting Other Recruiters and the Command	.Maturity .Self-actualization	.Social Theme .Social Service		.Abasement (negative) .Affiliation .Social Recognition	.Team Sports	.Cooperativeness .Friendliness

## DISTRIBUTION LIST

Assistant Secretary of the Navy (Manpower and Reserve Affairs) (2)  
Assistant Secretary of the Navy (Research and Development)  
Chief of Naval Operations (OP-099) (2)  
    (OP-964)  
    (OP-103B)  
    (OP-914)  
    (OP-987P10)  
Chief of Naval Personnel (Pers-1)  
    (Pers-2)  
    (Pers-5)  
    (Pers-6)  
    (Pers-10c)  
    (Pers-51)  
    (Pers-55)  
Chief of Naval Research (Code 450) (4)  
    (Code 458) (2)  
Chief of Naval Technical Training  
Chief of Naval Technical Training (Code 016)  
Chief of Naval Education and Training (Code N-2)  
    (Code N-5)  
Chief of Naval Material (NMAT-0344)  
    (NMAT-035)  
Chief of Naval Education and Training Support  
Chief of Naval Education and Training Support (N-21)  
Commander, Navy Recruiting Command (Code 00)  
    (Code 015)  
    (Code 017A)  
    (Code 20) (5)  
    (Code 3)  
    (Code 22)  
Commander, Training Command, U. S. Atlantic Fleet (Code N3A)  
Commander, Naval Training Center, Great Lakes  
Commander, Naval Training Center, Orlando  
Commander, Naval Training Center, San Diego  
Commander, Naval Electronics Laboratory Center  
Commanding Officer, Naval Health Research Center  
Commanding Officer, Naval Aerospace Medical Institute  
Commanding Officer, Naval Education and Training Program Development Center  
Commanding Officer, Fleet Combat Direction Systems Training Center,  
    Pacific (Code 00E)  
Commanding Officer, Naval Development and Training Center (Code 0120)  
Commanding Officer, Naval Submarine Medical Center  
Commanding Officer, Naval Medical Research Institute  
Commanding Officer, Naval Education and Training Support Center, Pacific  
Center for Naval Analyses  
Director, Training Analysis and Evaluation Group (TAEG)  
Superintendent, U. S. Naval Academy  
Superintendent, Naval Postgraduate School  
Chief of Research and Development, U. S. Army  
U. S. Army Enlisted Evaluation Center

Human Resources Development Division, U. S. Army Personnel and  
 Administration Combat Developments Activity, Fort Benjamin Harrison  
 Army Research Institute for Behavioral and Social Sciences (6)  
 Superintendent, U. S. Military Academy  
 Personnel Research Division, Air Force Human Resources Laboratory  
 (AFSC), Lackland AFB (2)  
 Occupational and Manpower Research Division, Air Force Human Resources  
 Laboratory (AFSC), Lackland AFB  
 Technical Training Division, Air Force Human Resources Laboratory,  
 Lowry AFB  
 Flying Training Division, Air Force Human Resources Laboratory,  
 Williams AFB  
 Advanced Systems Division, Air Force Human Resources Laboratory,  
 Wright-Patterson AFB  
 Technical Library, Air Force Human Resources Laboratory, Lackland AFB  
 Headquarters, U. S. Air Force (AFMPC/DPMYAR), Randolph AFB  
 Superintendent, U. S. Air Force Academy  
 Program Manager, Life Sciences Directorate, Air Force Office of Scientific  
 Research (AFSC)  
 Headquarters, U. S. Marine Corps (Code MPI)  
 Commandant, U. S. Coast Guard (G-P-1/62)  
 Superintendent, U. S. Coast Guard Academy  
 Office of Assistant Secretary of Defense (M&RA)  
 Commander, Armed Forces Vocational Testing Group  
 National Research Council  
 National Science Foundation  
 Science and Technology Division, Library of Congress  
 Director, Defense Documentation Center (12)



NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER

SAN DIEGO, CALIFORNIA 92152

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE, \$300

POSTAGE AND FEES PAID  
DEPARTMENT OF THE NAVY  
DOD-316



U171371